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CANADIAN ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION AND RECREATION

JOURNAL

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Sept. 1958-
Sept. 1960

JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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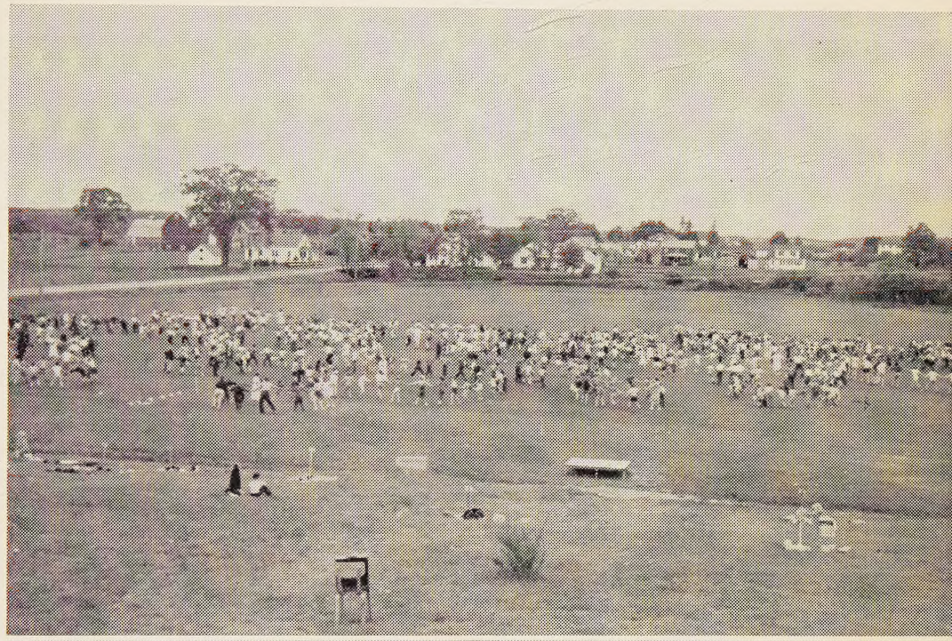

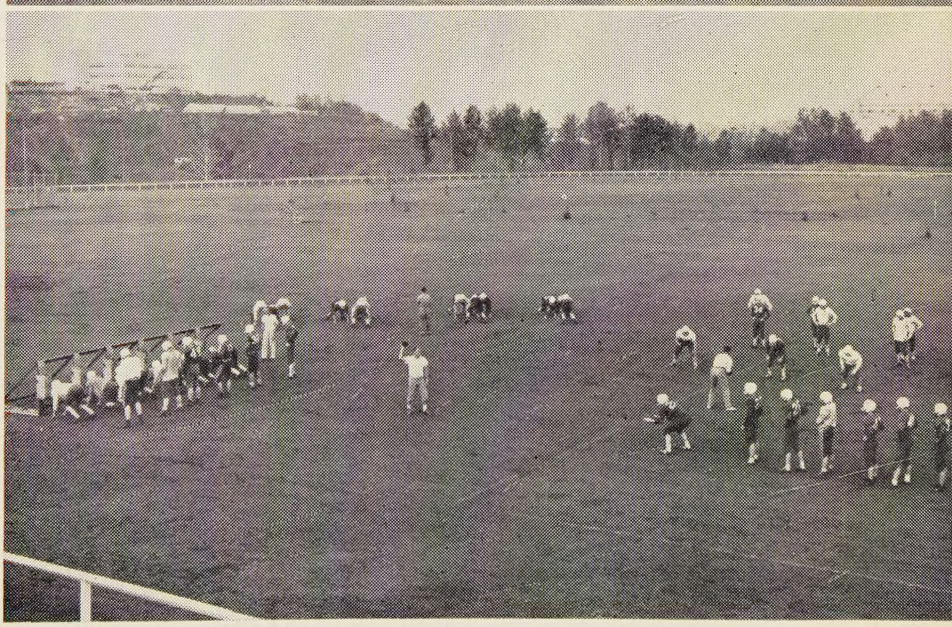

Vol. 25 September 1958 No. 1

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1957 - 59

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The CAHPER organization is a nation-wide, voluntary, non-profit, non-political lay and professional association dedicated to raise Canadian health, cultural and physical education standards. The association seeks to promote the professional growth and technical competence of its members, to act as an "ideas trading centre", to make fact-finding studies and to co-operate with various cultural and athletic organizations whose objectives are to enhance the lives of Canadians physically, culturally and aesthetically.

Membership categories include: Active or Associate member—$5.00 plus local fee; Student—$1.00 plus local fee; Life—$75.00 (or $100.00 over a ten year period). Persons interested in becoming members in areas where no local branch is located should forward fee to Fred S. Urquhart, 1020 Harvard, Ave., Montreal 28, Quebec.

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COVER: The top picture shows a play-day conducted last spring at Brookfield Rural High, Nova Scotia (See pp. 8-9). The bottom picture catches the well-organized football practice of the Edmonton Junior Huskies (See pp. 10-14).

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Editorially Speaking

DR. DON SMITH
Chairman of Publications

Branches of CAHPER across Canada have received the minutes of the eastern and western meetings of the Representative Council held during May. A general summary of the western meeting was given by the President in the last edition of the Journal published in May of 1958. In my report as Chairman of Publications I requested some guidance from members on the format and major emphasis of articles for the Journal, the number of editions that should be published annually, and policy regarding the advertising.

Journal Editions 1958 - 59

The Montreal and Edmonton meetings brought forward recommendations that we attempt to publish six editions between September 1958 and the time of the next convention in June 1959. From the point of view of publications these recommendations have several ramifications. Additional material, reports and articles are required if we wish to maintain a standard comparable at least to the publications in 1957-58. In order to pay for the present number of suggested editions an increase in the number of advertisers is a vital necessity. Membership on a national basis must be one of the major projects of every Branch of the association as well as that of individual members.

There are many problems that must be rectified by Publications within "its own household". If the Branches will emphasize the importance of articles for publication, prospective advertisers and new members, then Publications will be able to solve some of its own most immediate problems.

The suggested names of local or national advertisers for the Journal should be forwarded to Gordon Wright, Physical Education Branch, Dept. of Education, 206 Huron St., Toronto. Membership fees alone can not pay for six editions in 1958-59. Student members pay a limited fee and in number make up nearly one-third of the membership. Thanks to the personnel and staff of Schools of Physical Education and Colleges of Education across Canada there is a large number of student members. But their fees do little to pay for the expenses in order to operate the association as a whole or specifically Publications. My personal opinion is that student membership is one of our most important factors insuring a sound and healthy future for CAHPER in the years ahead. The student members of the association to-day are the officers and executive members to-morrow. But advertising and national membership carry student members for an interim period of time.

Editorial Committee

In consultation with the Editor it has been decided to establish Journal Correspondents as a definite part of the editorial committee for Publications. What we are suggesting is as follows: (1) that Journal Correspondent set up an editorial committee within the Branch. (2) that the editorial committee solicit articles and reports from members on pertinent topics, and after proof-reading and correcting send them on to the Chairman of Publications (3) that the Journal Correspondents be listed in each edition of the Journal as the Editorial Committee with each representing a Branch, and, (4) that the Correspondents be assigned definite topics for certain editions of the Journal.

The Editor and I have outlined a plan for the six editions to be published in the current year. In it we have made requests for articles on a definite topic or area to be written by members of a Branch. For example, we may request an article on some physical education activity for the November edition to be done by the Maritime Association, a Branch activity report by the Greater Montreal Branch for November, a book review by the Lower Mainland Branch of B.C., etc.

(Continued on page 3)

THE PRESIDENT'S PAGE

By DR. M. L. VAN VLIET
School of Physical Education, University of Alberta

With the first issue of the 1958-59 winter period comes the urgency of membership, Journal publishing, general professional progress and the preparation for another successful convention. Some of our plans are developing on schedule while a few others need more effort on the part of all members for any real success.

Max Howell continues to be a real man of action. He tells me that the proposed constitution revisions are about ready for review by the executive before being sent on to the branches for study and comment. He also has been in the process of readying his high school test and measurements project for publication. You will remember that the Association had aspired to two other publications, one on facility standards and one on recreational activities. It now appears that Gordon Wright has offered the Ontario Department of Education Camp for a week just before our convention in the hope that we can get together fifteen of twenty of our best thinkers to write up all or some of these projects. Gordon says this is free accommodation with food. As soon as this is confirmed I'll try to get some action.

May I make one very important and sincere request to all members and particularly branch executives: please check the constitution and make sure that all the things which should be done prior to the convention in the spring are known and being done by your local group. We want to make this convention's business sessions the most progressive and productive in the history of the Association. If you have any suggestions or comments in regard to improving the convention please pass your information on to Miss Freda Wales, our national secretary.

Those of you with suggestions for potential advertisers in the Journal are urged to write to Gordon Wright, Department of Education, 206 Huron Street, Toronto. Please do not delay in making your suggestions.

My best wishes go forward to all the branches for their biggest and most successful year.

EDITORIALLY SPEAKING . . .

(Continued from page 2)

In many cases the Journal Correspondents will receive requests for articles on a subject which may be difficult to obtain because there may not be a "so-called authority" on the subject in the Branch. The article should be done either as an individual or Branch project. We believe that it will help, rather than hinder, the growth of the Branch by accepting such a challenge.

Newly-Elected Executive

If you have not done so, please forward the names of the newly-elected executive members of your Branch to the Editor of the Journal as soon as possible. Include the addresses with the names and positions and if possible, a picture of the entire executive. We do not know if your executive is elected annually or for two-year period so send us this information as early as possible. It will give us an excellent start on the approaching year.

This is convention year and we are expecting a good representation from each of the Branches at the CAHPER Convention in Edmonton during June of 1959. Plan your Branch projects to assist in financing your representatives to the Alberta Convention during the ensuing year. Many of the policies controlling the association will be reviewed at the convention. Make certain that your Branch is represented at that time.

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The Arts -- "Useless"-- But Expensive*

By HENRY KREISEL**
Department of English
University of Alberta

I remember a conversation I once had, when I was a student, with one of my landladies. Very soon after I had taken up my lodgings in her house she asked me what I was taking at the university. Was I going to be a doctor? No, I said. Then a lawyer? Again, no. An engineer, then? I shook my head. Stunned silence. "What else," she asked at last, "can you learn at a university?"

I said meekly that I was studying English literature. I mentioned Shakespeare. I mentioned Milton. I said something about philosophy and history. In fact, I justified the arts. At last I stopped. Then she delivered judgment. "That's all useless," she said. And added, witheringly, "but expensive."

"The arts—useless but expensive." She had expressed in clear, pithy language what many people are thinking, and hence, it seems to me, she has to be taken seriously; more seriously than I took her at the time, for I felt myself then very superior. Much has happened since I talked to my landlady. People in general are now more ready to listen to arguments which they used to dismiss as preoccupations of ivory-towered highbrows, of little importance in the affairs of every day. And in recent months some dramatic events have caused a great deal of breast-beating and have made front page news out of our society's attitude to intellectual matters in general. Commissions are beginning to sit, and conferences are being called, and we are told that we must do something.

At the moment, of course, everybody is talking about science, and I should think that the arts seem to most people as useless as ever. Nobody is calling for crash programs in philosophy. I am prepared to argue, though, that men who think in terms of crash programs in science see science basically as a gadget and gimmick producing industry and have little understanding of creative thinking, either in science or in the arts. Thus, the former Secretary of Defence in the United States, Charles Wilson, rejected demands for more money for basic scientific research by saying contemptuously that research is when you don't know where you're going." What is that but another way of saying that research is useless, but expensive?

---

* This is a condensed version of a talk given by Dr. Kreisel at the January meeting of the Edmonton Branch of the Humanities Association.

**ABOUT THE AUTHOR

Henry Kreisel is an Associate Professor in the English Department of the University of Alberta, where his reputation as a most interesting "Prof" is well known. His first novel, **"The Rich Man,"** has won considerable acclaim for him throughout Canada as have his contributions to the Canadian Broadcasting Corporation in the form of plays and talks.

Professor Kreisel left his native Vienna in 1938 following the Nazi occupation of Austria. With the assistance of relatives he escaped to England where, as a lad of fifteen years of age, he worked as a laborer in a Leeds clothing factory. His employers were anxious that he attend an evening trade school in textiles but by this time he had discovered Shakespeare, whose dramas he read at night with frequent reference to a dictionary.

Having been a native of Austria in the first rush to intern all nationals of Nazi dominated countries, he was placed in an internment camp and moved to Canada. Through the generous assistance of Mrs. Toni Mendel and her family he was removed from an internment camp and enabled to attend the University of Toronto. As his English was still imperfect, Mr. Kreisel was strongly advised not to enter the course in English Language and Literature. He persisted, however, and led his class in his undergraduate years, completing his Master's degree in English in 1946. He took a year's leave of absence from the University of Alberta. From 1952 to 1954 he attended the University of London where he received his Ph.D. degree.

When universal education was first introduced in the nineteenth century, in courties such as England, there were many people who thought that the millenium was at hand, that since everybody would now have access to knowledge, it could be confidently expected that society would become even better. We know now that universal education is not in itself a panacea. Universal education, to be sure, releases tremendous social energies, and thus becomes a powerful force working in society. But like all power—like electricity, like atomic power—it is, in itself, neutral. It can be made to work evil as well as good. We should always remember that it is possible for unscrupulous men to use reason in order to corrupt reason in others.

The wide spread of literacy and the rapid growth of the reading public during the last hundred years or so has often been advanced as the cause for the detrioration of serious standards. Yet that surely is to confuse cause and effect. For it is not increased literacy—a welcome and important development—that is responsible for the degradation of standards, but the unscrupulous exploitation of the literate mass public, the complete commercialization of culture, and the completely stereotyped demands of the market, which led Coleridge to say as early as 1817 that "I will run the risk of asserting that where the reading of (cheap and sentimental) novels prevails as a habit, it occasions in time the entire destruction of the powers of the mind."

A vast industry has grown up in our society whose function it is to supply an amorphous market with trash. This industry relies upon the insensibility of its audience for its source of profits, and operates according to certain mechanical formulae which are designed to appeal to the lowest common denominator of intelligence and taste, and the purveyors of trash (themselves very often highly educated men) have therefore a vested interest in keeping this level low. More! They have an interest in deriding those who are dissatisfied with things as they are, partly in order to flatter ignorance, but partly also in order to render serious criticsm harmless.

A very sharp division (much sharper I think than is necessary) has thus been created between the highbrows and the lowbrows. It is not without significance that these terms were coined in the United States in the first decade of the twentieth century, and became current in England only a few years later. Although the phenomenon which the terms describe is a good deal older than the terms themselves, the very coinage of the words implies a general recognition of a not very satisfactory situation. And since the term "highbrow," like the more contemptuous label "egghead," was obviously derogatory in its intention, it made the serious artist and thinker all the more conscious of the fact that he had to work in an environment on the uncongenial, and sometimes indeed actively hostile, to the arts in particular and to serious intellectual pursuits in general.

It is important to realize that no one is immune to a process which leads inevitably to the point where the arts and the serious intellectual disciplines are held in contempt, where, as Edward Crankshaw wrote recently, "the word 'book' has come to connote for the overwhelming majority a woman's magazine or the even flimsier product known as a 'comic'." Certainly our children are not immune to this process, and we cannot expect our teachers, however devoted, to be able to counteract it.

In any case, children are not educated in school only, and any values inculcated in school will certainly leave no mark on an impressionable child who sees that these values bear little relation to those of the larger society in which he moves. We cannot expect a child to learn to admire books and intellectual pursuits if he sees that his own parents and their friends hold these things in contempt. Any young boy who develops a very deep interest in poetry or painting, for instance, is likely to be regarded as a sissy, for the mores of our society hold that the arts are not properly the concern of virile, red-blooded males. They may be all right for romantic, daydreaming young girls, but boys had better be concerned with sober things that do not set the imagination aflame.

The causes for this attitude (which is very directly the reason why the arts are found in certain basic assumptions of our society. Now the attitudes of any given society are generally determined by the dominant group in that society. The dominant group in our society is the middle class. This class developed during its rise strong Puritan and utilitarian traditions. These traditions, which, for various historical reasons, played an even more powerful role on this continent than they did in England, caused the influential members of the middle class, from the very beginning of their dominance, to look upon works of the imagination with suspicion.

Of course, the arts were not wholly banished, but they were assigned a very inconspicuous and subordinate position. They were regarded at best as ornaments and embellishments, and one could very easily do without them. Increasingly in middle class society the women came to be the arbiters of taste, and the men, who were engaged in making money, were well content that it should be so. The arts in general, and poetry in particular, were thought to be more properly the concern of women, and it did not quite do for men of affairs, for men of business, to take an interest in these matters.

This division of interest had unfortunate consequences. It reduced, for one thing, the area of sympathy between men and women — encouraged men to keep their active life away from their wives, and women to think of the life of the mind as a rare and tender plant that could not stand the blasts of reality. And since the life of the average middle class woman was confined within rather narrow bounds of experience, the spiritual life she craved tended to be anaemic. Increasingly the popular conception of a poet was that of a droopy-eyed, long-haired, rather effeminate young man reading romantic verses about flowers to droopy-eyed, long-haired, softly-languishing young women in long, white silk gowns.

At the rot of this conception there has always been a question. Of what use is a work of art? What can one do with it? One can, of course, in certain cases display it as an object of conspicuous consumption. Pictures and statues at any rate can have a cash value, and may be bought and sold. But a poem? Of what use is a poem? It certainly has little "utility."

"To commit poetry," wrote Thomas Hood, "is a crime ranking next to forgery in the counting-house code." His experience had brought him into contact with influential men of affairs in England to whom all art, all speculative inquiry, was a luxury, and a dangerous luxury at that. In North America, the pioneers certainly had little time and probably not much inclination to foster the more strenuous and demanding intellectual disciplines, and for the fine arts they had even less use. Later on, pragmatism, which became the leading philosophical concept on this continent, strengthened, on the whole, the anti-intellectual tendencies which were in any case already present; perhaps it would be more correct to say that pragmatism gave philosophic expression to these tendencies.

Practicality, usefulness (in the narrow sense of that word), eclecticism, and empiricism were all manifestations of the pragmatic spirit. Fundamental theory and the fostering of the imagination were considered preoccupations of a small, esoteric, unwordly band of men. These men worked in a corner by themselves, seemingly divorced from the mainstream of life. They and their counterparts in the fundamental sciences were tolerated in the main, though often they were subjected to derision. They were dreamers who never amounted to anything in the eyes of the good, solid citizen, because they never made money. In a pragmatic society, a dreamer is about the worst thing a man can be.

We are now told on all sides that we are faced with a crisis in education, and to judge by some of the panic-filled statements which have appeared in the press and elsewhere, one might think that this crisis has suddenly and without warning come upon us. Well, perhaps the realization that there is a crisis has suddenly dawned upon many people. But to pretend that it is only a crisis of the school curriculum is to make the schools the scapegoat and evade responsibility. I would suggest that the crisis is a reflection of the fact that the pragmatic approach, and

a scale of values based on a narrow conception of what is useful, though they worked fairly well in the nineteenth century, and even in the first two decades of the twentieth century, can no longer serve us adequately at a time when the fundamental, theoretical disciplines are becoming more important than ever.

I note with some apprehension that the response to the new situation is itself been pragmatic. What we need ,the cry has gone up, is a crash program. But such a program is of necessity a short range answer. What happens afterwards? Where are we going? What do we want our civilization to be? In the article from which I have already briefly quoted, Edward Crankshaw, of the London **Observer**, says: "The contemporary panic could sweep us all into a wild attempt to breed, like a new species of ant, a specialized man, good for nothing but the manufacture of super-fire-works." And he goes on to make some very pertinent observations about the very different needs of Russian and Western society. "We should examine more critically our own need," he concludes, "which, it seems to me, is outstandingly a highly literate and conscious population which knows the difference between a popular magazine and a good book." I would agree. For now, when man is about to conquer new worlds in outer space, it is perhaps more necessary than it ever was before that he should know what it means to be a human being.

In the end we must come back to my landlady. As I have tried to show, she expressed, though she would have been surprised to hear it, a philosophic point of view, and an attitude which has historic roots. It is necessary, it seems to me, that she should change her assumptions. For, in a democratic society, she will have, at some stage, something to say about how we are to order our affairs, and ultimately she must become convinced that the nineteenth century categories of "useful" and "useless," which are her categories, are now obsolete. She must be convinced that the fundamental intellectual disciplines, in the arts and sciences, are as vital as the very air we breathe, and she must also be made to understand that these things cannot be had cheaply.

How can she be convinced? It seems to me that she can be made to change her assumptions if our society manages to create a climate of opinion in which the intellectual life is given greater standing than it now enjoys, so that it will not be necessary for "eggheads" to waste time justifying their existence. I don't pretend that the creation of such a climate will be easy. There are some powerful obstacles to be overcome. But I think it can be done.

In fact, a beginning has already been made. I will go so far as to say that the climate of opinion has already changed, and changed for the better. There is now a growing recognition that there is a tremendous need for scholarships; the Canada Council has come into existence; and there are other straws in the wind. Six or seven years ago, one would have heard sentiments such as I have expressed, only at meetings of the Humanities Association — whereas now it is quite fashionable even for hard-headed executives to express similar views. Of course, all this is only a beginning. It remains still to be seen how far brave words will really be translated into action.

MISSING PERSONS SECTION

Reward offered in the form of personal satisfaction to the person or persons who can locate one or more leaders-of-vision willing to work to make CAHPER's an outstanding association which gives:

- **Service** to Canada,
- **Fellowship** to its members,
- **Status** to the profession and
- **Momentum** to a worthwhile cultural and fitness movement in Canada.

New Vistas in Physical Education in Elementary Schools in Nova Scotia

By BARBARA E. FRY,* B.P.H.E.
Supervisor of Physical Education and Recreation, Province of Nova Scotia, Halifax, N.S.

Although 4,625 miles of coastline may sound like a vast distance, Nova Scotia is, in comparison with other provinces in Canada, relatively small. Spread throughout its length and breadth are over 1900 rural and urban elementary schools which serve the educational needs of about 112,000 boys and girls.

During the past twelve years the school building program on the high school level has far surpassed the dreams of those in Nova Scotia who were responsible for initiating such a program. In the capital city of Halifax there are three comparatively new high schools. One of these is a Vocational High School with its requisite machine shop, beauty salon, commercial departments, etc. The other two are regular high schools each of which has a large auditorium and double-size gymnasium.

***About the Author**

Miss Barbara Fry is currently supervisor of elementary school physical education for the Physical Fitness Branch of the Nova Scotia Dept. of Education. Before joining the provincial department, Miss Fry was a teacher in Halifax after graduating with first class honours from the School of Physical and Health Education in the University of Toronto.

A Nova Scotian by birth, Toni (as she is known throughout the Maritimes) is most enthusiastic to raise physical education and recreation standards in the province. To this end she has contributed an exceptional amount of work and research towards the revised elementary school physical education curriculum which, it is anticipated, will be published this September.

Her professional zeal was recognized by her colleagues when they appointed her secretary of the 1957 Halifax Convention, which, from all accounts, was superbly organized. Currently, Miss Fry is president elect of M.A.P.E.R. and Officiating Chairman Women's Athletic Committee of CAHPER.

In the rural and village areas there is a veritable network of rural and regional high schools which serve practically every area in the province. In nearly all cases these buildings include a fully equipped gymnasium which is staffed by one, and in many instances two, physical education teachers. In fact the only part of the province which has lagged behind in the provision of facilities and personnel for physical education has been the industrial area of Cape Breton.

Many One-Room Schools

Yet despite the elaborate new high high schools and the rumblings of consolidation on the elementary level, there are still a great many one-room, "little red schoolhouses" in Nova Scotia. Here there are no gymnasiums or physical education teachers but rather a classroom and a teacher who may or may not be interested in the physical development of her pupils.

In 1956 an attempt was made to bridge the wide gap which existed in physical education between the small school where a child received limited if any training in physical education and the larger unit where he was exposed to elaborate facilities and a specialist teacher. It was felt that a great deal might be accomplished through the active "reaching out" of the rural high school into the smaller communities which it served. It seemed logical that, as a starting point, physical education

ONE-ROOM SCHOOLHOUSE—
Typical of great many still in use in Nova Scotia.

MUSQUODOBOIT RURAL HIGH—
Typical of those now being built in Nova Scotia.

in the small feeder schools could well be promoted and supervised by the rural high school physical education teachers.

Supervision Team Formed

An area in the province was chosen, that of the Brookfield Rural High School which is fed by approximately 33 schools ranging in size from one to five rooms. A "Supervision Team" was formed consisting of the Inspector of Schools for the area, the principal of the High School, and the two physical education teachers of the High School (a man and a woman) and a member of the Provincial Physical Fitness Branch.

The first meeting of the Supervision Team in the early fall was simply an explanatory one. The details of the proposed plan were presented, and the role to be played by each member of the team was discussed. Strong emphasis was placed on the need for close co-operation among the team members.

Extending from early fall to late spring, the work took the following form:

1. **Interpretation Sessions with Teachers of Area.**
   Material designed for small rural schools was introduced to the elementary teachers.
2. **Meeting of Supervision Team Prior to Visits to Schools.**
   Supervisory methods and ways of helping the classroom teacher to cope with the limited facilities of the small schools were discussed.
3. **Fall Visits to Feeder Schools.**
   While examinations were being written in the high school, each of the small schools was visited by one of the physical education teachers. A detailed report of these visits was sent to each member of the supervision team.
4. **Meeting of Supervision Team After Visits to Schools.**
   Methods of encouraging the teachers to put more vitality into their programs was discussed.
5. **Repeat of Entire Procedure.**
   During the winter and early spring, another interpretation session was held and a second visit made to each school. At this time every teacher in every school was carrying on a physical education program.

The year's work culminated in a series of half-day track meets held in the late spring. Six centres were chosen in each of which a meet was held for that particular district. In these local meets each child in every school participated in two events as well as in games of low organization. The meets sparked a great deal of interest in the communities and brought out a surprising number of parents and relatives. In many cases the teachers took the opportunity to arrange picnic lunches with other schools, nature walks, scavenger hunts, etc.

As a climax to the district meets and also to serve as an orientation device, an Area Field Day was held at the Brookfield Rural High School. Eight hundred children accompanied by their teachers, attended and participated in the finals of the track and field events and in mass activities.*

*Editor's Note: See Journal cover showing 800 participants and only one spectator . . . modern physical education philosophy at its best.

The Most Important Factor

Perhaps the most important single factor issuing from this experiment was the recognition by all concerned of the tremendous strength which lies in the working together of the various people in the educational field toward a common goal. There is little doubt that such a united effort by administrators, supervisors, specialists and classroom teachers will benefit the most important figure in our educational system — the child.

That the Brookfield experiment will serve as a pattern for other areas in Nova Scotia is certain. Yet each area will, of necessity, have to develop a system to suit its own needs and each will make its own unique contribution to the promotion of physical education in the province.

FOOTBALL

Your Own Coach's Book Will Help Win Games

by

MURRAY SMITH*,

Coach, Edmonton Junior Huskies

10646 - 61st Street,

Edmonton, Alberta

If there is a more complex game to coach than football, then few coaches of the great Canadian fall sport know about it. Complexity creates a need for organization. The final standing in many a league, major as well as minor, often reflects the degree to which the various coaching staffs have been successful in organizing practice time to teach the many phases of offense and defense.

England's wars may or may not have been won on the playing fields of Eton; but it is a mortal cinch that your football club will win or lose its games on the practice field.

What is attempted and accomplished in your practices should be the end result of careful pre-season preparation. After much trial and error and drawing on the valuable experience of many coaches, (notably the great ex-Eskimo coach, Frank Ivy) a workable plan of pre-football season preparation has gradually emerged to this writer's satisfaction. In following this plan the coach builds up a comprehensive loose-leaf book detailing his style of coaching the game.

Five Steps of Pre-Season Preparation

Offense

1. The coach must decide on a series of running plays and pass plays that will form the core of his team's offense. Each play is then diagrammed against various defenses on a mimeographed form which also includes a concise, accurate word description of the execution of the play. The same treatment is given the punt formation, quick kick, and kick-off return, field goal and convert formations. This basic offense is subject to addition, deletion, and modification as the season progresses.

The mimeographed form used by the Edmonton Junior Huskies is shown in figure 1. The form covers a full 8½" by 11" sheet of paper. The diagram takes up the top third of the sheet and the remaining space is equally divided among the six headings. When these diagrams and descriptions are completed they make up the first chapter in the coach's book.

Defense

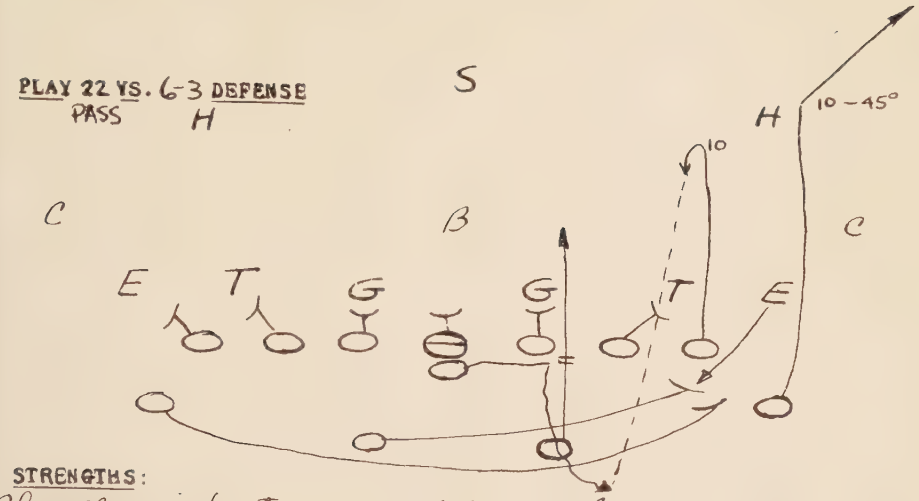
2. We believe that a football team needs four defenses in its repertoire; a basic defense, a secondary defense, a short gain defense (7 or 8 man-line), and a goal-line defense (8 or 9 man-line).

If the basic defense is strongest against a running attack and relatively weak against a passing attack, the secondary

* ABOUT THE AUTHOR

MURRAY SMITH has for the last five years, been a math-science-physical education teacher in the Edmonton High Schools. Previously he was principal of the Devon High School for three years. Mr. Smith is an R.C.A.F. veteran who has done graduate work in Education at the University of Alberta. He is an analytical student of athletics especially of competitive swimming and football. His success as a football coach is underlined by the fact that in two consecutive years he has guided the Edmonton Junior Huskies which he is coaching again this fall, to the Western Canadian finals. This September he joined the staff of the School of Physical Education at the University of Alberta.

FIGURE 1



STRENGTHS:
This play is best against defenses that stop play 22, the hand-off. It also capitalizes on defensive backs that come up too soon.

WEAKNESSES:
The pass is thrown from very close (3-4 yds) from the line of scrimmage. Thus, any penetration can seriously hamper the QB.

SPLIT ADJUSTMENTS:
Both sides of the line should narrow splits to a minimum 12 to 18 inches to prevent defenders from penetrating to the passer.

LINE DETAIL:
all linemen should "fire out" as though the play were the hand-off, play 22. After the initial charge, linemen should recover footing and "wait" for defense to try to penetrate.

BACK DETAIL:
The right fullback fakes hand and runs as though he had the ball. QB uses fast initial movement, places the ball on stomach of right fullback, "rides" the fake into the line then recovers the ball, steps straight back 2 or 3 steps, turns and throws.

GENERAL:
The left fullback and left halfback come at top speed and double-team the left defensive end between them to protect the quarterback.

This play is never used until the defense has started to overload against the hand-off, play 22.
22 Pass is as effective as the fake between the QB and FB, the better that fake, the better the play goes.

defense should reverse that situation and be strongest against a passing attack.

From a coaching point of view, the basic defense, the short gain defense and the goal-line defense should be variations of the same preliminary alignment. For example, if the basic defense is a form of the 6-3-3, the short gain defense may be effected by stepping the middle backer onto the line of scrimmage and having the other defensive linemen adjust slightly both their alignment and assignments. Similarly, the goal-line defense could well be a 9-3 alignment produced by stepping all 3 linebackers up onto the line. Thus it becomes necessary to teach only the basic defense with its two variations, and the secondary defense, the latter to be ready for the time that the basic defense is not able to stop the opposition.

Each of the defenses is diagrammed to show the alignment of the defensive players and described to make clear the individual responsibilities on running plays, pass plays, punts, and against flankers of various types. A form similar to the one on which offensive plays are diagrammed is useful.

These diagrams and descriptions make up the second chapter of the coach's book.

Offensive and Defensive Skills

3. The third step in this plan of preseason preparation consists of analyzing each offensive play in turn to determine exactly what individual skills must be taught each player in order to execute that play properly.

Perhaps the reverse play you intend to use calls for a double-team block, several one-on-one blocks, a lineman to pull and trap the end. These items should be listed along with the skills required for the execution of all other offensive plays. The items are listed under the playing positions concerned. When complete this list might show for example, that your offensive guards must be able to do only five things: block one-on-one, pull and trap block, pull and lead interference, block to protect the passer, block for the kicker. Your wingback may be found to have to master only five skills also: block the end in, block the corner man or halfback out, run 3 or 4 different pass cuts, carry the ball on the reverse, block for the kicker.

Each defense is analyzed in a similar way to arrive at the things necessary to teach the players at each position.

The items in each list should be arranged in order of importance as far as that is possible.

This information is invaluable in helping the coaches decide where to place their available personnel since they provide a check list of the things the player must be able to do to play a given position.

The lists built up by analyzing the offensive plays and defenses become the third chapter in the coach's book.

Choosing and Designing Drills

4. Gomer Jones, Oklahoma's peerless line coach, likes to say that using the proper drills is the most important factor in coaching success.

The lists of skills your players will require form the basis for choosing the drills which will enable the boys to learn those things. In some cases existing drills will be usable exactly as you or others have run them in the past or as you find them in books or articles. Others will require some modification to fit the particular needs of your type of offense or defense. In still other cases you may need to develop an entirely new drill in order to teach some phase of your system.

While it seems too obvious to mention, no drill should be used in practice that does not have a direct relationship to some phase of the team's offense or defense.

The acid test of any drill that appears on the practice schedule must be: Does it teach a required skill or skills under game-like conditions?

Some fundamentals, like tackling or the shoulder block, are so important that two, three, or even more different drills are needed so the repetition required to teach them properly does not become too tiresome. The Edmonton Huskies use four different tackling drills and at least five different drills for teaching and practicing shoulder blocks.

Re-examination Necessary

At this point the offensive and defensive systems must be re-examined. The purpose of this second examination is to uncover groups or units within the team that are closely co-ordinated and will require special

practice together. For example, the center, quarterback and full backs (the Huskies use the Eskimo double fullback formation), must drill together to perfect the hand-off play to right and left. A drill is also required to teach the defensive line to coordinate their charges and then pursue the ball carrier properly.

Each drill should be written up on a standard mimeographed form to ensure uniform teaching by all coaches on the staff whether there is only one assistant or more. The form used by the Huskies covers an 8½" by 11" sheet of paper.

(See fig. 2)

In the spaces for "Size of Groups," "Repetitions" and "Time," a range is shown rather than a single figure. Space under the headings "Diagram" and "Description" is about 2/3 of the page.

These drill sheets when written up in accurate detail, form the fourth chapter in the coach's book.

Practice Schedules

5. With the preceeding four chapters assembled in the coach's book, the final step is relatively simple. Practices are planned by deciding in what sequence to build the offense and defense and then choosing the drills from chapter 4 that teach the required skills.

We believe that for high school or junior teams, a 2-hour practice is maximum for pre-season, tapering to 1½ hours after the playing schedule commences, and 1 hour in the late season.

Our general plan is to devote the early part of each practice to individual skills, the next portion to groups or units of players within the offense and defense, then the complete line is practiced as a unit, and the backfield is worked as a unit. The final one-quarter to one-third of each practice is allotted to the complete team together. During pre-season training the team is together only about one-quarter of the practice to give maximum time to the teaching and practicing of individual skills. As the season progresses, more and more time is given to the team practicing together until late in the season from a third to one half of the time is spent coordinating the complete offense and defense.

The coach should plan two or three days' schedules in advance and each one should be typed or written up with sufficient copies to give one to each coach and file one in the coach's book.

A typical pre-season practice schedule of the Edmonton Huskies serves as an example. The numbers in the brackets after each item refer to the chapter and page of the coach's book where the drill or play may be found for reference, i.e. the line agility drills are found in chapter 4, page 1 (4-1).

FIGURE 2

Offensive

Drill

Defensive

Size of group

Line

Drill for

Repetitions per man

Backs

Total time required

Purpose of drill:

Formation and Diagram

Description

(Lower 2/3 of mimeographed page not shown)

Edmonton Huskies Practice Schedule —

Tuesday, third week

6:20 Calisthenics.

6:30 **Line**

Agility drills (4-1)
2-man sled (4-1)
Shoulder blocks with boards and dummies (4-2)

6:45 One-on-one pass protection blocking (4-3)

7:00 Tackling drill #2 (4-6)

7:15 Blocking on basic running plays vs. goal-line defense (1-1 to 6)

7:35 Add 26 Pass play to offense (1-8) Review other pass plays already in offense.

6:30 **Backs**

Defensive back footwork drills (4-5)
One-on-one pass coverage (4-4)

6:45 Wide tackling drill (4-7)

7:05 Pass defense with complete defensive backfield. (4-12) Run our own pass offense and opponent's pass offence from cards.

7:30 Ball handling for complete offensive backfield on all running plays. Stress changes in blocking assignments vs. goal-line defense. (1-1 to 6)

7:55 Team together:

1. Co-ordinate line and backs on 26 Pass play, dummy.
2. Live scrimmage. First 10 mins. call pass plays two out of every three plays. Final 10 mins. practice running plays vs. goal-line defense.

8:20 Team off field. Centers on long snap and kicking specialists practice punts, field goals, converts and kick-off for 15 mins.

Copies of daily practice schedules make up the fifth chapter in the coach's book.

A sixth chapter may well be added to the book to record scouting information on opponents.

A book developed as outlined in this article serves as a valuable aid in providing a planned approach to the complex job of coaching football. In addition to summarizing your particular coaching theories and practice, it forces the methodical consideration of many minor points that might otherwise be left up in the air. It also assures more uniform coaching from all assistants.

Many minor teams now follow the "guest coach" idea and bring in extra assistants to help during pre-season practices. A complete coach's book enables these guests to be of truly constructive help whether they are experienced coaches from other leagues or just "old boys" who want to help. The book also ensures the progressive development of new members of the permanent coaching staff and furnish a definite basis for making changes from season to season.

The Relationship Between Public Health Education And School Health Education

By LORNE E. BROWN*
Associate Professor, Faculty and College of Education, The University of British Columbia, Vancouver, B.C.

The first part of this paper will summarize very briefly the programme in Health Education at the College of Education, University of British Columbia. The second part will outline a number of problems which face those responsible for the preparation of teachers for health instruction. The concluding remarks will offer some suggestions as to how those working in the public health services can assist in the more adequate preparation of teachers for health teaching.

Teacher Training in Health Education

All students entering the College elementary school programme take a course in materials and instruction in Health Education. This consists of 12 regularly scheduled lectures in the professional year. All other methods courses receive more time than this; which does indicate that our administrators are still not ready to consider this as important as the rest of the school programme. An extra-sessional course is now in the College programme for teachers in service who wish to take advanced work in the field. This carries 1½ units of credit with 36 hours of lectures. At the secondary level a 1½ unit course in Health and Personal Development is available as an elective. Twenty-five students out of a total of 125 are enrolled in the programme this year. The remainder have had no orientation whatever to the School Health programme. A number of education students are majoring in Physical Education and thus take the prescribed health courses offered by the School of Physical Education at U.B.C.

*Professor Brown is immediate past president of CAHPER.

(A paper given at the Joint Meeting of the Canadian Public Health Association and the Western Branch of the American Publice Health Association, held in Vancouver, B.C., May 20 to 22, 1958).

There is no major in Health and Personal Development in the College of Education at the present time. There are two advanced courses at the Master's Degree level in health education.

Main Program Weakness

The main weakness in this total programme is that most students have little background of content or knowledge related to personal or community health. It seems there is a distinct void in the general education of young people in this regard. At a recent health education symposium, Dr. J. M. Mather, head of the Department of Public Health at U.B.C., stated among other things that "there appears to be a great lack of appreciation of what is normal as it applies to body structures, to attitudes and to health itself, among freshmen entering the University." There is a great deal of evidence to show that we are not meeting the needs of young people as far as the broader concepts of personal and community health are concerned. These same young people are the ones coming into the teaching profession. To discuss with young teachers-in-training the ways and means of making health instruction more meaningful, to appreciate the school health services and be able to co-operate with the health team, and to be aware of the environmental problems surrounding students in school, is almost impossible when this great lack mentioned above is present.

Problems Which Loom Large

The following additional problems loom large when it comes to training teachers in health education.

1. **The word "Health" tends to build resistance when it is mentioned to an individual.**

Among teen-agers and adults there is the fear that certainties will be disturbed. No

one likes to have beliefs disrupted. So many things about the body and its care are shrouded in the mystic and superstitutions. The fear that lack of knowledge will show one's ignorance and that he will lose face with his peers is always present. It would be good if we could find a more suitable name for Health Education such as "the science of life" or some such title.

2. Mere information never of itself changed an attitude.

If information is to influence attitude or behaviour it must be related to one's sense of values. Partly the reason for the failure of the school health programme is that it was looked upon as another subject to be taught rather than a programme to be implemented.

3. Many health facts and beliefs are fringe truths and are not based on scientific findings.

The textbooks and courses of study are filled with questionable content and many unimportant and trivial facts. Someone has said that ignorance appears to be a set of fallacies difficult to erase. Parents and teachers continue to perpetuate many concepts which have little relationship to the truth.

4. The medicine man is still with us dressed now in a white coat.

The effect of the mass media on behaviour makes the contribution of the health education programme insignificant and almost ineffectual. By nature we give little thought to the care and nurture of the body until something goes wrong. Then we pay any price to eliminate the trouble.

5. Health instruction in schools is not as yet effectively related to action and behaviour.

The easy way to learn the rules, memorize the facts and read the textbook. Posters, pictures and visual aids cover the walls of classrooms, but for some reason the association of what is learned with what one does has been taken for granted or overlooked almost entirely. The difficult way to teach health is to try to change concepts, attitudes and preconceived ideas in the face of the pressures and the influences which bombard the child and parent from every side.

6. No one is agreed just what health is.

Groups within a culture have different sets of values as far as health is concerned. To the sports enthusiast it is a primary thing. There is little difficulty in persuading a young girl who wants to become a figure skater to give up pop and candy for well-balanced meals. The parents of young children are always interested in health knowledge and procedures. To some however, health is secondary in the light of more fundamental values, like religion or aesthetics. Many of man's certainties are wrapped up in his theories of sickness or health which he has handed on from generation to generation. Sometimes these are more important to him than the intellectual facts of science. There is still a long way to go before a common definition of health will be accepted by all.

7. The health teacher is dealing with more than a factual subject.

In almost all age levels other than the primary grades, it may be necessary to disturb many of the beliefs and the feelings that individuals have about health. The concepts and the beliefs taught at home may have to be questioned and realigned with new findings of medical science. This requires the greatest diplomacy and tact on the part of the teacher. He or she must be able to bring with these new beliefs the security for the child which is necessary before new facts will be accepted.

These are a few of the more important problems related to the teaching of health education in schools. Basically it becomes almost a problem of what kind of a person the teacher is.

Team Approach Needed

This session is primarily concerned with the relationship of the Public Health Educator, whether it be the Doctor, the Nurse, the Sanitarian, or the Psychiatrist to the classroom teacher. A number of problems have been posed which could in part be solved if those professional people in the Public Health Services could be brought into the school programme more than they have been in the past. Perhaps the following suggestions would be useful.

(Continued on Page 20)

Some Personality Traits of Women Selecting Certain Physical Actiitvies

by HELEN ECKERT*
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Although the basic objective of physical education is the optimum development of an individual, nothing has been done to determine the effect of participation in various activities upon the personality of the participant. Recently, however, attempts have been made to assess the personalities of individuals who elect certain activities.

The Sperling Study

Sperling (3) was among the first to attempt an objective study of the relationship between personality and selection of physical education activities. He administerered five personality tests to 435 male students who had voluntarily elected to different sports and he concluded, from the results, that a more socially desirable degree of personality development accompanies a greater degree of experience in physical education activities. However, as he points out, it was impossible to determine, from the design of the study, whether the personality differences were due directly to participation in the physical education activities, or whether those with characteristic personality status were attracted to specific physical education activities.

*ABOUT THE AUTHOR

Miss Eckert holds a Bachelor's and Master's degrees from the University of Alberta and has done post-graduate work at University of Wisconsin. Before joining the staff of the University of British Columbia three years ago, she taught high school in Regina and Edmonton.

Personality Traits Influence Male Choices

A number of further studies have been conducted with male subjects and all indicate that there appear to be personality traits associated with selection of physical activities. Lance Flanagan (1), whose efforts in this area are among the more recent, developed a personality inventory designed to measure the traits of Ascendance-Submission, Masculinity-Femininity, Extroversion-Introversion, and Emotional Stability-Instability. After administering the inventory to men electing one of six different activity courses, he concluded that personality was a factor in their selection of activity course.

Personality Inventory of Female Students

In a recent graduation essay submitted at the University of British Columbia, two Physical Education major students (2) reported the results obtained when the Lance Flanagan Personality Inventory was administered to 117 female students who were members of four different varsity teams or who had elected certain physical activities in the required program. The four varsity sports were badminton, basketball (men's rules), grass hockey and volleyball while the required activity courses consisted of badminton, modern dance, team games and tennis.

Significant Differences

The various group results were compared with each other by the use of the "t" ratio and several mean differences significant at the 5% level were obtained.

These differences were:

1. The volleyball team members were more emotionally stable than either the basketball or badminton team members.

2. Individuals electing modern dance were more emotionally stable than those choosing team games in the required program.

3. The badminton team members were more ascendant than were the individuals who elected badminton in the required program.

4. The volleyball team members were more emotionally stable than were the individuals who selected team games in the required program.

As well as the above significant differences, several other personality traits tended to be associated with the selection of specific physical activities. A comparison of the team member mean differences revealed that there was a tendency for grass hockey players to be more ascendant than basketball team members, and for basketball players to be the most submissive when compared with badminton, grass hockey and volleyball team members. There was a further tendency for basketball and grass hockey players to be more masculine than badminton team members.

Modern dance electors revealed a tendency to be more emotionally stable than do those who choose tennis or badminton in the required program. This tendency is, however, not significant as was the previously cited relationship between modern dance and team games.

In comparing varsity team members with required program students, there was a tendency, as revealed by the mean scores, for the volleyball team members to be more ascendant and more masculine than the students electing team games. These differences were not significant as was the previously cited difference between these two groups with respect to the Emotional Stability-Instability trait. A further tendency, though not significant, was revealed in comparing the basketball team members with the students electing team games in which the former were inclined to be more masculine than the latter.

It should be kept in mind that the foregoing are group comparisons and the investigators in no way attempted to analyze individual differences within agroup. From the results obtained, one may conclude that there is a general relationship between certain personality traits in females and the physical activities that are voluntarily selected by those females.

A Research Challenge

The writer cannot help but wonder at the information that might be gained from an experiment in which pre-personality tested students were compulsorily subjected to specific physical activities and subsequently tested at the conclusion of those activities. If the results proved favorable in the light of claims that individuals make for these physical activities, then, and only then, can physical educators honestly expand their objectives beyond the physical.

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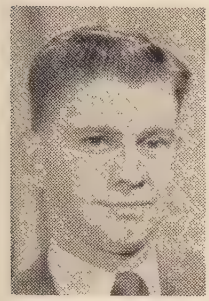
The Recreation Profession in Ontario

By ROSS C. RATHIE*

Director of Recreation, Parks and Recreation Dept., Township of North York, 5000 Yonge Street, Willowdale, Ontario.



At long last a "professional" recreation association has been acknowledged by an act of government. In what may well be one of the most significant and far-reaching developments in the history of the recreation movement, the Ontario government passed a Private Bill on March 27, 1958, incorporating the **Society of Directors of Municipal Recreation of Ontario.**

This is the first time in North America (and possibly in the world) that a "professional" recreation society or association has been incorporated by legislative action. Although the Act does not establish the Society as a professional body similar to the legal and medical professions, it does give an official identity to the recreation practitioner. Full professional status was withheld owing to the fact that a "profession" is considered to be an occupation requiring university graduation as a **prerequisite** to practice and the Society does not demand this qualification for membership at present.

Historically, the existence of a quasi-professional recreation organization in Ontario dates back a little over twelve years when the Recreation Directors Federation of Ontario was formed "to increase the professional competence, ethical practices and status of its members and to promote all things relating to the business of recreation."

As the Federation continued to operate, it became evident that official recognition of the full-time recreation employee as a professional person was needed if the status objective of the Federation was to be achieved. It was felt that the most effective method of obtaining the desired recognition was to have recreation designated as a profession by governmental action. To this end, a Private Bill was prepared for submission to the Provincial Legislature. The content of the Bill was approved by the membership of the Federation and legal advice was secured as to format and procedures. The members informed their local Member of the Legislative Assembly regarding the purposes of the proposed Bill. On March 27, 1958, the Bill received its final reading and became law in the Province of Ontario.

One More Step

One more step is required before the Society of Directors of Municipal Recreation of Ontario comes into existence. By law, the new constitution must be ratified by the membership within six months of the date of the Final Reading. At the forthcoming First Annual Meeting of the Society to be held in Bowmanville, Ontario, September 5, 6 and 7, ratification of the constitution will be the major item on the agenda.

With the formation of the new Society, the Recreation Directors Federation of Ontario will cease to exist. All of the one hundred and twenty active members of the Federation will automatically become members of the Society. Full membership will also be open to all full time municipal recreation employees in the Province of Ontario who meet the requirements outlined in the constitutions and by-laws. Recreation employees of other agencies will be eligible for Associate Membership.

Active membership in the Society falls into two classifications—Qualifying Members and Fellow Members.* Persons joining the Society do so as Qualifying Members and have five years to complete the requirements for the Award of Fellowship. Generally speaking, these requirements include the completion of the In-service Training Course for Recreation Directors offered jointly by the Community Programmes Branch of the Department of Education

*(See Editor's Note at bottom of next column.

*Mr. Rathie was formerly a field representative for the Fitness and Recreation Division of the Dept. of Education for the Province of Saskatchewan.

and the University of Western Ontario. Candidates for Fellowship have to pass an examination conducted by the Board of Regents of the Society upon completion of the aforementioned academic requirements. In addition all candidates must present evidence of successful experience in the recreation field.

Future Plans

Future plans of the Society include a raising of membership standards (possibly to the extent of requiring a university degree as a prerequisite to Fellowship) in order that recreation may take its place as a true profession. At present, the attitude and outlook of the members is professional in both concept and application. With the adoption of sufficiently advanced academic standards, members of the Society of Directors of Municipal Recreation of Ontario can look forward to the day when they are accorded full recognition as professional practitioners of recreation.

John Donne has said that "No man is an island of himself entire . . ." How true this is and how important it is that recreation workers accept this bit of philosophy as their own! How necessary it is, too, that the members of a new "profession" work together to further their cause. The Ontario Society is confident that the progress made here will provide incentive and encouragement for others who are striving to raise the standards of the recreation profession. Ontario "recreationists" have been privileged to lead—may we hope that recreation personnel in Canada and the United States will follow?

***Editor's Note:**

To the following people goes the honour of being the first twenty-eight "Fellows" of the Society of Municipal Recreation Directors of Ontario: Wendell M. Brewster, Patrick J. Closs, Louise A. Colley, Jac A. Cropley, Jack Dane, Robert M. Davidson, Bertram Hall, Samuel P. Jacks, William R. Jones, Anthony G. Ley, Leonard H. McVicar, Florence E. Meiler, Margaret A. Phillips, William J. Pillsworth, Kenneth W. Robinson, Ronald H. Standen, Ian M. Thomson, John J. Reay, William L. Farquharson, Carlo M. Cattarello, Delmer M. Earle, William J. Hare, James Pullen, Ross C. Rathie, Terry Talentino, Richard E. Watts.

The three following persons not only have the honour of being named "Honorary Fellows" to the Society but the distinct honour of being the first so named: Kenneth Leroy Young, Alan F. Klein and Earle Zeigler.

PUBLIC AND SCHOOL HEALTH EDUCATION

(Continued from Page 16)

a. Curriculum planning and course content should be done jointly by the educators and the public health officials.

b. Health Councils in schools should function and include personnel from the school health services.

c. Current and up-to-date information should be passed on from the Public Health Educator to the classroom teacher. This may mean occasional conferences between the school staff and the nurse or doctor when recent findings can be discussed.

d. Public Health personnel might assist in the training of teachers, either at the teacher training level, or in service, to carry out certain routine procedures such as vision testing.

e. Teachers might be encouraged to use the medical records of the child more than they do and be helped by the public health nurse to interpret and understand these records.

Time does not permit any further elaboration of the points raised in this paper.

Perhaps the above remarks will serve as a basis for future discussions between professional educators and those working in the field of Public Health.

Therefore, when we build, let us think that we build for ever. Let it not be for present delight, nor for present use alone: let it be such work as our descendants will thank us for.

—Ruskin.

A humble man can do great things with an uncommon perfection because he is no longer concerned about accidentals, like his own interests and his own reputation, and therefore he no longer needs to waste his efforts in defending them.

—Thomas Merton.

Some Thoughts on the Organizational Patterns of Recreation in Canada*

By LORNE E. BROWN,

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My assignment in this session is to give some information about the existing recreation groups and organizations in Canada, and to suggest ways that the B.C. Recreation Association can become related to these groups or at least to cooperate with them. This is not an easy task, and my only qualification to do this is that as National President of the Canadian Association for Health, Physical Education and Recreation from 1955 to 1957, I made a cross-country trip, visited branches of the Association and met many persons working in the three fields included in the scope of this organization. I shall attempt to give an accurate picture, as far as I can, of the recreation groups organized either on a National or Provincial level.

Growing Recognition

There is little doubt that the problems of leisure time and recreation are uppermost in the minds of many persons and groups in Canada. At the recent Education Conference in Ottawa, recreation was given the status of an agenda item and received major attention. Labor and management are becoming more and more concerned with the lives of their members or employees while away from work. Several Provincial Governments have special departments set up which deal primarily with the recreation of both children and adults. Ministry of Conservation and Recreation British Columbia has now established a which, at the moment, is concerned primarily with the greater use of the natural resources, of the out-of-doors, for recreational purposes. Municipal Park Boards are beginning to enter the programme areas of sports and recreation. They are in some instances operating community centres and co-operating in the use of school facilities. In one of the suburbs of Toronto, school and parks boards are jointly planning playground equipment and the development of play areas so that they will be used to a maximum both during school hours and after. Many cities have changed the official name from "Board of Parks" to "Board of Parks and Recreation."

Full time recreation directors are hired by several of the larger cities and municipalities in Canada. The regretable thing is that often the recreation director is hired separately from the Parks Board, which makes for an almost untenable situation and can hardly be justified. In Toronto, every high school has a swimming pool in spite of the fact the Ontario Government does not contribute to the cost of such facilities. In Victoria every child in Grade 5 receives six swimming lessons in school time and at School Board expense. Perhaps there are enough examples to illustrate that wholesome recreation is rapidly finding an acceptable place in our society. Now let us look at some of the concomitant problems which go with this development.

Again—The Semantic Problem

As with many other general terms like physical education, health education and even education, there is little agreement as to just what they mean. Recreation means many things to many people. To some it is an evening spent in a beer tavern, to others quiet reading, and to still others playing sports. It covers almost the entire gamut of human activities. It is generally related to leisure time, which again is taking on new meaning as society changes.

It seems pertinent at this time to make brief reference to an address given recently at the University on "Labour and Leisure," by Dr. Mortimer J. Adler, one of the world's

*Editor's Note: This article is the text of an address which was delivered at the organizational meeting of the British Columbia Recreation Association in Vernon, B.C., in May of this year by Lorne E. Brown, immediate past president of CAHPER. The thoughts expressed may hasten the development of the national recreation movement through the "groping patchwork phase" towards and into an "effective pattern phase." Readers are urged to express themselves on this subject (and others) through the "Letters" column of the Journal.

great thinkers and philosophers. He pointed out the need for making a sharp distinction between play (recreation) and leisure time activities. He put it this way. All the great advances in civilization have been made by individuals who have used time **away** from work for constructive or creative purposes, or by those who had leisure time because of fortunate family or personal circumstances. He suggested that there are, or should be, three parts to life, namely—

a. **subsistence work**, or that which man is required to do, which is largely routine, menial or non-creative.
b. **leisure work**, or that part of life when man will, or should, construct or create something, no matter how insignificant, for the advancement of society.
c. **recreation or play**, which is that part of life when man refreshes himself by re-creation of his whole nature, and prepares him primarily for leisure work.

It would be very worthwhile for all of us interested in this field to pursue the ideas of Dr. Adler further, and have a good look at the policies and programmes that we develop in our respective communities.

The justification for introducing the above comments is that unless we deal with matters of basic principles of recreation and philosophies, and resolve these in keeping with the needs of modern society, there is little hope for this or any other organization to make a worthwhile contribution.

Concerned People and Organizations

Now to get back to the main thesis of my assignment. The groups and organizations in Canada, interested in recreation. At the national level there is the **Canadian Association for Health, Physical Education and Recreation Incorporated.** This is a professional group which publishes a journal and organizes a national conference every two years. About 500 persons belong as active members, including a fairly small number of recreation personnel. **The Parks and Recreation Association of Canada** is composed mainly of engineers and technical personnel, as well as some recreation workers. National conferences are planned by this group as well. Related to recreation but not often recognized as such is the **Canadian Camping Association,** which publishes a good magazine. It would be an omission if mention was not made of the private agencies such as the **Y.M.C.A., Y.W.C.A., Boys' Clubs of Canada, Boy Scouts, Girl Guides,** and like organizations. Some churches have nationally directed programmes. **Extension Departments of Universities** do a great deal in the broad field of recreation and leisure time. Many Provincial Governments have departments set up to promote greater participation in worthwhile activities. B.C. and Ontario have Community Programmes Branches, which deal largely with recreation. The Parks Branches in some provinces are doing an outstanding job of promoting outdoor education. Saskatchewan, Nova Scotia and Ontario are pioneering in many respect in the field of leisure time activities. Many School Boards operate Night Schools and include recreation courses, as well as education courses.

I believe there are **Provincial Recreation Associations** now in **Alberta, Saskatchewan, Ontario** and **B.C.** In Ontario there is a **Recreation Directors Association** as well as the O.R.A. Mention must also be made of the **Recreation Division** of the **Canadian Welfare Council,** which has the budget and the organization for a national service in the recreation field. At present there is no Director of this Division as John Farina has gone to the University of Toronto, School of Social Work.

Undoubtedly there are other groups that should be mentioned, but these are the major ones as far as I know. As one looks at the many and varied groups working and developing programmes in the field of recreation, it seems that soon an effort should be made to consolidate and bring together these organizations so that the most efficient use could be made of the money, personnel and facilities which are now available. There is too much of a tendency to work independently and often in competition with other groups in the community. I feel quite strongly that if we continue to form more and more splinter groups that we shall make little progress in giving recreation real status in B.C. and in Canada.

What B.C.R.A. Might Do

Now may I be quite specific and make a few suggestions as to what this B.C. Recreation Association might do to bring

together recreation people from all parts of the country to discuss and resolve some of the problems facing such as those interested in the broad problems of recreation and the wise use of leisure time today.

1. A National Conference on Recreation.

This would be a meeting called at some appropriate time when all departments, organizations and groups could meet and formulate a statement on recreation, which might act as a guide to those attempting to carry on at the provincial and local level. Until we define our terms and have some agreement as to what is meant by recreation and leisure time activities, much of the efforts of individual groups will be ineffective and unjustified.

This could be patterned after the "Learned Societies" meetings which are all held at the same time in the same place so that time can be set aside to discuss common problems as well as problems which may be peculiar to each society.

2. A Serious Discussion of the "Marshall Plan."

The Canadian Association for Health, Physical Education and Recreation has the basic organization and recognition that would give recreation status if all those interested in the field would identify themselves with this group. Marshall Smith has already made very worthwhile suggestions on how this could be done.

3. Contact With the Canadian Welfare Council.

Mr. R. E. G. Davis, Director of the C.W.C., would be most interested in meting with recreation groups to discuss how the Recreation Division can be more effective.

4. Joint Meetings with the American Recreation Organizations, and Other Canadian Associations.

There is real benefit in meeting with those persons from across the border, who are working in the same field. Provincial and State groups could be brought together at periodic intervals to discuss common problems and receive inspiration from key people from both Canada and the U.S.

In closing these remarks, may I wish the new Executive and the Association as a whole, the very best in their efforts to promote recreation in B.C.

Vancouver Columnist Eric Nicol Suggests:

"Keep amateur sport pages separate from real wages"*

The time has come, the Walrus said, to speak of sport that ain't.

For some while now pundits of the country's sports pages have agreed that a highly-organized fandango such as professional football is not sport but spectacle, the former being played for the game's sake, the latter for the gate's sake.

Confusion continues to plague the subject, however, which is why I come to blow my trusty pea-whistle and try to sort things out a little.

Call it inspiration if you will, my idea is that instead of lumping all the bump-and grunt news under Sports, the paper should have one page so headed, and the other titled ATHLETIC ENTERTAINMENTS.

Under this new heading would range reports of professional football, wrestling, hockey and other investment projects in which the player's purpose is to win for his old alma Mammon.

On this page the writers could fulfill their role as drama critics as for any other staged performance—hailing the stars, blaming the directors and feeding the fans' appetite for gobbets of gossip.

Sports news without a bruise

The SPORTS page, on the other hand, would chronicle happenings in that dwindled field of games that are played for the fun of it, exotic pastimes such as cricket, college football, amateur golf and any swimming done outside the pecuniary waters of Lake Ontario.

The SPORTS page, though nobody read it but the players, would help to tighten up the fast-failing link between sports and sportsmanship, and remind the young athlete that the most important grip he must master is the handshake after the game.

The English are luckier than we in this respect, because the wall of class distinction separates the gentleman's sports of cricket, rugby and track from the athletic entertainments of pro soccer and ice hockey.

Much as he may admire Stanley Mathews, the graduate of a good English school has no more desire to emulate him than he has to chase the mechanical rabbit at White City.

There's some lack on this track

The Canadian youngster lacks this educative counter-balance to hero-worship of the professional athlete. Reared in an environment of adoration of the professional football star, he soaks up the ideal of win- or be-booed of hate-'em-if-you-wanna-lick-'em, which will benefit his general character about as much as a semester in a bordello.

The streets of every Canadian city are currently the scene of kids playing their version of professional football. Except for the superfluous presence of the ball, it is indistinguishable from a gang war. Victory is to the heftiest and the little fellow's hopes of glory are apt to depart with his teeth.

Surely the sports department of the newspapers can help to direct the kids towards modest achievement in other sports, played for the sheer pleasures of amicable contest.

I know that when I was sixteen I felt no shame because I weighed less than 210 pounds and played table tennis. When I came out of a junior tournament as runner-up, the sports page was generous enough to say that I was "a promising player worth watching."

The vigil has since been abandoned, I suspect, but at the time of publication I felt 10 feet tall and much better about missing out with girls.

So, how about it, sports eds? One page for the real thing, and the other for Athletic Entertainments—right next to the financial page.

— The Province Vancouver

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* Editor's Note: This article published with permission of the author appeared in the Vancouver Province newspaper on October 3rd, 1957.

Arthur A. Esslinger, Dean of the School of Health and Physical Education of the University of Oregon, has been elected President of the American Association for Health, Physical Education and Recreation.

BLIND SPOTS

by

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"Canada has a blind spot," someone said to me the other day; and, ever since, I've been thinking about his remark. Actually, what he said was: "Canada's blind spot is her lack of planning." At the time, we were talking about the layout of residential subdivision.

Right away, it occurred to me to look up the Massey Report and I was startled to find complete confirmation. Under the heading "Architecture and Planning," it said: "In general, ignorance, even of their existence, is widespread." The report then goes on to say: "Of the importance of the newer art of town planning, Canadians, it seems, are for the most part still unaware."

Now, put this statement alongside the report of a speech by the Honourable R. H. Winters, Federal Minister of Public Works, in which he forecast expenditures on new housing and new land for homes over the next twenty years. Can you imagine the figure? It was **twenty-five billion dollars.** And, extra to that figure, money for roads, water and sewage amounting to **two billion dollars.** Now, the thought which struck me was the accuracy of the figures doesn't really matter. A child can see that they will be fabulous anyway. And twenty years to a Town Planner, really means "to-morrow". Here, surely, is an issue which is of first importance to every administrator, whether national, provincial or municipal.

But I don't want to talk about the primary economic factors which determine good planning — not because of any lack of realization of their importance, but because the man who builds a house in a new subdivision experiences planning, or the lack of it, not through a studying of economics, not through listening to the jargon of planners, but by having to live inside the subdivision.

Dreams and Realities

Just before building his house, he saw in his mind's eye a dream home nestling

comfortably in a charming group of homes, with beautiful terraced lawns, a background of tall trees, a distant view, and alongside his home, a spanking new car on a black-topped driveway. The vision was like one of those glossy coloured advertisements.

What went wrong? Maybe he got the new car but, somehow, between dream and reality, a whole series of things went wrong —events over which he had no control because they lay outside his lot boundary. For example, acres of adjoining ground were scraped bald of trees and shrubbery; the power poles had their wire entrails draped along the front sidewalk; and the house across the road blocked the distant view from his picture window. And the well-meaning estate developer, in his zeal for variety at any cost, painted all the houses in fluorescent colours, turning the whole subdivision into a kind of Disneyland.

At Human-Eye Level

But let's be fair to the developer. Almost all the practical points were handled well, but still the whole development looks ragged. Surely, it is the job of some one person to see it all beforehand in his mind's eye, to keep it coordinated. Perhaps this is one of the blind spots — this lack of over-all design.

Those who live in new subdivisions should walk out to their front gates and take a good look around with eyes wide open and inspect the districts in which they have chosen to live, perhaps for the rest of their lives. What they see may be good or bad. Whichever it is, it may be the environment which is destined to make the deepest impression on the minds of their children.

Maybe the planner, if there were a trained planner on the job, had a blind spot himself. Maybe he only had a helicopter's-eye-view of the project, a neat pattern of roads on paper, forgetting entirely that we see things from a human-eye level — that we walk or drive into a subdivision. What we, in fact, see is a moving silhouette of house groupings and trees and one section of road at a time — not a jigsaw of legal lot boundaries.

No Substitute for Imagination

Surely, another blind spot is the tendency of officials to assume that the charm and imagination which we all seek can be compressed into a booklet of regulations. Charm never has been codified. There can be no substitute for the trained imagination of the designer-planner, as he moves across the terrain, taking advantage of every natural feature, relating each house to the group, composing the picture as he works from acre to acre. He knows that, if we have to break away from our standardised lives, he must help. He must make sure that every single home makes full use of whatever God-given special features of landscape help to distinguish it from its neighbours. The time taken to design in this way is but a brief fraction of the succession of years and decades during which someone has to live on this spot. The flavour of a district is frighteningly permanent. You can't backtrack on planning.

The Gentle Art of Overcrowding

Now, I was amused to find the editor of a building journal writing recently about "Too much long hair in planning." I suppose that the kind of design which we are discussing — planning as an art as well as a science — was what he had in mind. It made me smile, because the real trouble with subdivision planning in Canada today is the almost complete lack of so-called "long-hair planning". All we get is crew-cut. Beady-eyed, efficient men are everywhere, hustling and bustling and busily bulldozing their way to success and, incidentally, setting the pattern for your life and mine. They don't seem to care how that $25 billion is spent, provided it is spent — but fast.

Now, don't get me wrong on this. I'm not getting at estate developers. In "Ye Bad Olde Days", the developer was almost always seen by the public as something of a stage villian, a sort of Jasper Murgleshaw who played tricks with the family mortgage and then, at the slightest default, threw his victims out into snow. That picture, thank goodness, has entirely changed. A good National Housing Act protects everyone and encourages developers to act with bold enlightenment. Many of them are coming to see that commonsense and goodwill are not enough. There must also

be know-how and imagination. Without it, our suburbs may continue to sprawl across the good earth, creating miles upon miles of subdivision. As individuals, we may be able to pay for improvements within our own lot boundaries, but we have to holler in public for good planning.

If lack of planning is being overlooked on our own doorsteps, how much more difficult is it going to be to focus public attention upon the planning of whole new towns. Already they are sprouting all over Canada. They are almost, one might say, assemblyline products. So many are based upon formulae of planning which are fashionable today. But people are discovering that life within these textbook towns can still be arid, tasteless and commonplace.

Misplaced Emphasis

Fast-growing countries are allowed to make mistakes; but surely lack of planning is not a pioneering field and the knowledge of what can be done is known throughout the civilized world. No praise is too high for the work of the Community Planning Association of Canada, which exists to spread this knowledge. We are all somewhat hypnotised by the magnificent future which lies before us here in Canada, but, while we allow ourselves so readily to be dazzled by trans-Continental pipelines and fabulous power dams and expanding markets, we have still to create and maintain as an ideal the building of fine beautiful cities.

On a business trip through Eastern Canada recently, I struck by the number of businessmen and officials who described their home town as " the fastest-growing community in Canada". Never did they boast of fine planning or beautiful buildings. One might have thought that beauty resides only in the mountains, lakes and forests.

If we are to struggle out of our predicament, we must jog our legislators into an awareness of the need for planning. Happily, schools of architecture and community planning are now operating in harness. Professional Institutes of Planners are forming in some of the provinces. Trained men are becoming available. But, in spite of these encouraging signs, the Massey Report failed to mention on startling fact — that, in Canada today, anyone — I repeat anyone — whether qualified, unqualified, or only half-baked, can set himself up to practice the profession of Town Planning. Surely this is the blindest spot of all.

* **Editor's Note:**

This article, printed here with permission of the author, was originally presented as a talk over the network of the Canadian Broadcasting Corporation on January 8, 1956. The message seems as timely now as it is urgent and is therefore commended to CAPHER members to use their influence as private citizens or through group action as CAPHER branches to fight the "too-little, too-late planning philosophy", which is resulting in the prefabricated blight of some of our communities.

Lewis Mumford, the sensitive humanitarian, in the preface of his book "From The Ground Up" (which consists of twenty-six essays on community planning) makes a plea for understanding by the ordinary citizen of planning issues because, as he says, **the health of a whole civilization depends on planning issues being understood and favoured by ordinary citizens** as well as architects, municipal administrators and financiers. As he says: "Shall we produce order of chaos? spaciousness or congestion? aesthetic delight or depression? townscapes and landscapes designed for living or cells and prison blocks for automatons?"

It seems vital that CAPHER branches should have representatives taking in interest in the Community Planning Association of Canada as well as influencing governments through meetings, briefs, delegations, letters to the newspapers et cetera to plan our communities imaginatively for the future. Does it not behoove us as a profession to take an active interest in the long range planning of parks and recreation facilities? If we don't stand up, be counted and give leadership in the planning of areas and facilities related to all-round fitness of our nonvocal fellow citizens as well as the yet unborn children of tomorrow, then who in our communities can be expected to. Let us not abdicate our responsibilities as citizens nor our obligagations as aspiring "professionals"!

Quotable Quotes:

"For the two billion dollars it would take to land a beer can on the moon, you could endow two hundred colleges, fully equipped with teaching staffs, for perpetuity."

R. T. Ellickson, Head, Department of Physics, University of Oregon.

Gymnastic Standards At Pickering High

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One of the better methods of teaching gymnastics in class P.E. periods is the "Gymnastic Standards" system. Simply it means that for each piece of apparatus you use a series of tests from beginner level to an expert level. The tests are standard in that the whole school uses them and they remain in effect year after year. The test items make up the course in gymnastics. The Red Cross Swimming Award system is similar.

At Pickering District High School five tests are given for each piece of apparatus ranging from class I, the expert performers, to class V, the beginners. Class V is aimed at the Grade 9 average ability while class IV is for grade 10 and so on.

Marking System

When a boy passes a test on any apparatus it is recorded by his name on a grid chart. Each year he is required to pass a certain number of tests in order to receive a passing mark in gymnastics. If he passes a higher number he receives a higher mark and similarly below standard performances rate failures. From year to year records are kept to provide an accurate measure of progress.

The apparatus used will be determined of course by the equipment available. But whether there is one mat or eight different pieces of equipment the same system is used. The Pickering battery of tests consists of a total of 25 tests, one for each of five levels on five different apparatus namely box horse with spring board, pommel horse, parallel bars, horizontal bar and mats.

System Challenging

At Pickering High no one has yet achieved a Class I rating. Each year over 90% of the Grade 9 pupils achieve Class V level while similar figures are found in Grades 10 and 11 for the IV and III Class tests. However the Grade 12 students have not been able to do so as well on the Class II tests. This fact has necessitated the third revision and it is hoped the set of Class II tests will answer the need for a satisfactory spread in test results while at the same time giving the students challenging goals towards which to strive.

The system is also challenging in that the student himself who determines his own rate of work. He goes as fast as he wishes knowing that much work — higher marks, no work — no marks. No credit is given until a full test is mastered.

The gradient of difficulty of the tests can only be accurately determined after several years of use as a set of standards. An annual revision is in order until someone eventually finds the perfect test. The tests which appear hereafter aim at obtaining the following results:

In a group of Grade 9 students 75 to 85% of them will be successful at the Class V level, 5 to 10% at Class IV while 15 to 25% will not pass the test. This is not as drastic as it seems. Each boy has five tests to work on. No medically fit Grade 9 boy has failed in more than three Class IV tests. Some boys will achieve Class IV rating on one apparatus and nothing on another. The other grades have reacted similarly to the test levels expected of these grades i.e. Grade 10 — 85% at Class IV test; Grade 11 — 85% at Class III test etc.

Re-qualification Each Year

Each year re-qualification tests are conducted before going on to the more advanced tests. Thus a Grade 11 boy starts all over again at the Class V test level and proceeds through Class IV tests before starting new work on Class III test material. To run the whole class through these takes a couple of periods and serves as an introduction to heavy apparatus work.

September Classification of Each Boy

A preliminary classification test is given September to rate every boy as A, B or C

according to whether he is above average, average or below average in performance. This preliminary classification is taken into account in assigning marks e.g. a C grade will score maxium marks with say 4 tests; a B grader with 6 and an A grade performer with 8.

Test Routine

Classroom instruction in nomenclature will speed things up considerably. Labelled diagrams of positions are a great help. A formal exam on nomenclature insures that the names will be learned. Art students may make permanent diagrams of all movements for bulletin board use.

Test copies are posted on the bulletin boards. Also at each apparatus a clipboard with the tests on it are located for recording by the leader. The leader marks the test class for each student and whether or not he scored "pass" or "fail" in a given test item. The student is then allowed to go on with movements from the next higher test. The leaders must be told what constitutes a pass. As stated earlier a student may take a formal test at any time he feels he is able to perform it. In the last week there is usually a flurry of testing activity, with the boys who have already attained maxium marks assigned to help the weaker students.

Squad Routine at any Apparatus

1. Leader demonstrates first movement.
2. Squad members in order attempt movement.
3. Those who cannot perform the movement continue taking turns at that movement.
4. Leader demonstrates next movement to those who **can** perform first.

First learners are permitted to progress rapidly through Class V standard. Slow learners still work at the movements they cannot perform. Boys continue to take turns regardless of the movement attempted. The teacher circulates rapidly, helping only where needed. The leaders are left to work on their own as much as possible.

Editor's Note·

An excellent book on "Gymnastic Nomenclature" may be procured through the book service of the National Council of Canadian Y.M.C.A's, 15 Spadina Road, Toronto, Ontario, at a very reasonable price.

STANDARD TESTS FOR PARALLEL BARS

First Class:
(1) Rear Uprise
(2) Double Cut-on Mount
(3) Elbow Balance
(4) Long Arm Balance
(5) Hip Circle (F. or B.)

Second Class:
(1) Uprise — Front
(2) Shortarm Dismount
(3) Split Vault Dismount
(4) Single Cut-on Dismount
(5) Squat Vault Dismount

Third Class:
(1) Dips — (10)
(2) Rolling Reverse
(3) Sack Roll — (Shoulder Swing)
(4) Front Roll
(5) Side Vault Dismount
(6) Shoulder Stand

Fourth Class:
(1) Dips (7)
(2) Inverted Hang
(2) Skin the Cat
(4) Hip Swing Up
(5) Rear Vault Dismount
(6) Front Vault Dismount
(7) Single Leg Cut-off

Fifth Class:
(1) Dips (3)
(2) Swinging (5)
(3) Lazy Man Kip
(4) Cross Rest
(5) Front Rest
(6) Rear Rest
(7) Cross Riding Seat
(8) Front Leaning Rest
(9) Side Riding Seat
(10) Hand Walk Length

STANDARD TESTS FOR HORIZONTAL BAR

First Class:
1. Heel Swing Mount
2. Giant Circle (F. or R.)
3. Shortarm Dismount
4. Split Vault Dismount

Second Class:
1. Uprise (Mount)
2. Hip Circle (F. or R.)
3. Back Pullover Mount
4. Dislocation
5. Double Knee Circle (F. or R.)

Third Class:
1. Chinning. (10)
2. Half Lever Hang (5 seconds)
3. Hip Circle
4. Single Knee Circle (Rear)
5. Hock Swing Dismount

Fourth Class:
1. Chinning (5)
2. Hip-swing-up. Mount
3. Side Circles (L. and R.)
4. Underswing Dismount from Front Rest
5. Inverted Hangs (F. and R.)

Fifth Class:
1. Bar Snap (form and distance)
2. Skin-the-cat
3. Single Knee Hang
4. Single Knee Mount

5. Rear Rest
6. Front Rest
7. Front Circle Dismount
8. Chinning (3)

STANDARD TESTS FOR "POMMEL HORSE"

First Class:
1. Elbow Balance
2. Long-arm Spring
3. Side Scissors (L. and R.)
4. Double Leg Circles (L. and R.)

Second Class:
1. Headspring
2. Short arm spring dismount
3. End Scissors (in and out)
4. Single Leg Circles — RR., RL., LR., LL.
5. Double Leg Half Circle Mount

Third Class:
1. Split Vault Dismount
2. Scissors Mount
3. Single Leg Half Circles — RF, RB, LF, LB.
4. Neckspring
5. Spiral Vault
6. Thief Vault

Fourth Class:
1. Chest Stand—(10 seconds)
2. Single Leg Half-circle Mount
3. Split Vault
4. Wolf Vault
5. Side Vault
6. Front Vault
7. Rear Vault

Fifth Class:
1. Front Rest
2. Cross Rest
3. Rear Rest
4. Courage Vault
5. Squat Mount — Jump Off
6. Inverted Hangs (F. and B.)

STANDARD TESTS FOR BOX HORSE WITH SPRING BOARD

First Class:
1. Angel Dive (Cross)
2. Long Arm Spring (Long and Cross)
3. Cut-Down Split Vault (Long and Cross)
4. Shortarm Spring (Long)
5. Front Somersault (Cross)

Second Class:
1. Hish Front Vault (Cross)
2. Short Arm Spring (Cross)
3. Head Spring (Long)
4. Squat Vault (Long)
5. Front Dive and Roll (Cross)

Third Class:
1. Split Vault (Long)
2. Neckspring (Long)
3. Head Spring (Cross)
4. Spiral Vault (Cross)

Fourth Class:
1. Split Vault (Cross)
2. Front Vault (Cross)
3. Rear Vault (Cross)
4. Thief Vault (Cross)
5. Neck Sprint (Cross)

Fifth Class:
1. Bouncing (10) (Cross)
2. Knee Mount - Courage Vault (Cross)
3. Squat Vault (Cross)
4. Side Vault (Cross)
5. Wolf Vault (Cross)

STANDARD TEST FOR TUMBLING

First Class:
1. Arabian Headspring
2. Feet to Hands Balance-Paired — 10 secs.
3. Back Handspring
4. Front Somersault (Tuck)
5. Back Somersault (Tuck)

Second Class:
1. Forearm Balance — 10 secs.
2. Round-off Flip
3. Neckspring
4. Handspring
5. Feet to Feet Balance - Paired — 10 secs.

Third Class:
1. Handstand—5 secs.
2. Kip
3. Cartwheel
4. Round-off
5. Shoulder Stand — Paired — 10 secs.
6. Headspring

Fourth Class:
1. Headstand — 5 secs.
2. Front One (Over 3 Persons)
3. Extended Back Rolls (3)
4. Knee Shoulder Balance—5 secs.
5. Jump Through Hands
6. Angel Stand—5 secs.

Fifth Class:
1. Front Rolls (3)
2. Back Rolls (3)
3. Tension Fall
4. Chest Roll (from Knees)
5. Tip-up—5 secs.
6. Tripod Stand—5 secs.

NISSEN

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Fundamental Equipment for a High School or a College Tests and Measurement Programme

By

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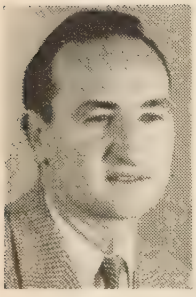

A problem of concern to physical educators at the high school and college level is the purchase of equipment for evaluation in physical education. There is much information to be obtained on the various tests, but very little on where to buy necessary equipment and its approximate post.

The equipment listed in this article would allow a teacher an opportunity of performing any test in the two current laboratory manuals use (5, 10). There has been no attempt to list equipment that should be readily available in a physical education department, e.g., footballs, basketballs, softballs, and so on. Only specialized equipment that would have to be purchased or constructed is included. All the firms manufacturing such equipment have not been included, only those familiar to the author.

The development of equipment for research purposes is likewise not listed, but only the equipment that well-trained physical education graduates might be acquainted with from a comprehensive course in tests and measurements in physical education.

*Professor Howell, an Australian by birth, is an enthusiastic physical education research specialist. Currently he is national vice-president for physical education for CAHPER as well as chairman of the Constitution Committee.

	Equipment	Purpose	Main Tests for which it may be used	Where it can be bought
1.	Stadiometer	Measurement of height	Pryor Width-Weight Scales Quimby Weight Analysis Physical Fitness Index Rogers Strength Index	Fred Medart, Inc., 3535 DeKalbe St., St. Louis 18, Mo.
			Approximate Cost — $67.50	
2.	Straight arm sliding calipers	Measurement of hip width, chest width, etc.	Pryor Width-Weight Scales Quimby Weight Analysis ACH Test of Nutritional Status	Fred Medart, Inc., 3535 DeKalbe St., St. Louis 18, Mo.
			Approximate Cost — $35.00	
3.	Weight scales	Measurements of weight	Pryor Width-Weight Scales Quimby Weight Analysis McCurdy-Larson Organic Efficiency Test Carpenter Motor Ability Test Rogers Strength Index Physical Fitness Index	Fred Medart, Inc., 3535 DeKalbe St., St. Louis 18, Mo. Narragansett Gym Equipment Co. Rollins & Railroad Streets, Centralia, Missouri.
			Approximate Cost — $50.00	

4.	Curved chest caliper	Measurement of chest depth	Quimby Weight Analysis	Narragansett Gym Equipment Co., Centralia, Missouri.
		Approximate Cost — $35.00		
5.	Gulick Tape	Measurement of arm girth	ACH Test of Nutrition Status	Central Scientific Co., 1700 Irving Park Road, Chicago 13, Ill.
		Approximate Cost — $8.00		
6.	Steps 16", 18", 20"	For stepping in Step Test	Harvard Step Test	C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
		Approximate Cost — $30.00		
7.	Stopwatch	Measurement of time	McCurdy-Larson Organic Efficiency Test	C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
			Burfee Test Lehsten Basketball Test Young-Moser Basketball Test	Phiffs & Bird Inc., 303 South Sixth St., Richmond 5, Virginia.
		Approximate Cost — $27.00		
8.	Metronome	To aid in uniformity of timing	Harvard Step Test McCurdy-Larson Organic Efficiency Test	C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
		Approximate Cost — $13.50		
9.	Two step Master and Oppenheimer Stairs	For stepping in the McCurdy Test	McCurdy-Larson Organic Efficiency Test	May be readily made by college or school.
		Approximate Cost — $30.00		
10.	Flarimeter	Measurement of actual capacity and breath-holding capacity	McCurdy-Larson Organic Efficiency Test	Becton, Dickinson & Co., Rutherford, N.J.
		Approximate Cost — $61.00		
11.	Sphygmomanometer	Measurement of blood pressure	McCurdy-Larson Organic Efficiency Test	C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill. Phipps & Bird Inc., 303 South 6th St., Richmond 5, Virginia.
		Approximate Cost — $42.50		
12.	Stethoscope	Measurement of blood pressure	McCurdy-Larson Organic Efficiency Test	*C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill. **Phipps & Bird Inc., 303 South 6th Ave., Richmond 5, Virginia.
		*Approximate Cost — $4.95 **Approximate Cost — $4.75		
13.	Measuring Tape	Measurement of distances	Carpenter Motor Ability Test Cozens General Athletic Ability Test	Any local hardware store.
		Approximate Cost — $4.00 (50')		
14.	Four pound Shot	For throwing	Carpenter Motor Ability Test	Narragansett Gym Equipment Co., Rollins & Railroad Streets, Centralia, Mo.
		Approximate Cost — $15.00		

15.	Vertical Jump	Measurement of vertical jump	Larson Motor Ability Test	May be readily constructed at school or college.
			Lehsten Basketball Test Indiana Motor Fitness Indius	Estaline-Angus Co., Indianapolis 6, Indiana.
			Indiana Physical Fitness Test	Fred Medart Inc., 3535 DeKalbe St., St. Louis, Mo.
			JCR Test	
			Larson Muscular Strength Test	
		Approximate Cost — $50.00		
16.	Flexometer	Measurement of flexibility of joints	Leighton Flexibility Test	**C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
		Approximate Cost — $90.00		
17.	Wet Spirometer	Measurement of Lung Capacity	Rogers Strength Index Physical Fitness Index	*Fred Medart Inc., 3535 DeKalbe St., St. Louis, Mo. **C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
		* Approximate Cost — $273.00 ** Approximate Cost — $ 83.00		
18.	Mouthpieces for Spirometer	Measurement of Lung Capacity	Rogers Strength Index Physical Fitness Index	*Fred Medart Inc., 3535 DeKalbe St., St. Louis, Mo. **C. H. Stoelting Co., 464 N. Homan Ave., Chicago 24, Ill.
		*Approximate Cost — 1000 at $24.50 **Approximate Cost — 100 at $2.50		
19.	Manumometer	Measurement of Grip Strength	Rogers Strength Index Physical Fitness Index	*C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill. **Fred Medart Inc., 3535 DeKalbe St., St. Louis, Mo.
		*Approximate Cost — $32.50 **Approximate Cost — $51.00		
20.	Back and Leg Dynamometer	Measurement of back and leg strength	Rogers Strength Index Physical Fitness Index	*C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill. **Fred Medart Inc., 3535 DeKalbe St., St. Louis, Mo.
		*Approximate Cost — $130.00 **Approximate Cost — $500.00		
21.	Wetzel Grid	Measurement of growth	Wetzel Grid	NEA Service, 1200 W. 3rd Street, Cleveland, Ohio.
		Approximate Cost — $25.00 per 50		
22.	California Test of Personality	Measurement of Personality	California Test of Personality	California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.
		Approximate Cost — $25.00 per 50		
23.	Two meter stick	distances Measurement of		C. H. Stoelting Co., 424 N. Homan Ave., Chicago 24, Ill.
		Approximate Cost — $2.00		

(References continued bottom of next page)

BALL HOCKEY

by G. R. KIRBY
Physical Education Teacher, Lake Cowichan
Jr. - Sr. High School, Lake Cowichan, B.C.

History

In the Lake Cowichan area of British Columbia the rainfall is in excess of 70 inches a year. This necessitated that a large proportion of the year be spent in indoor activities. In order to add variety to the physical education program another major type of game was needed. Since the normal outlets for contact sports were limited by the weather conditions it was thought desirable that some form of contact be invented.

At first the sport was a simple game involving two large teams and a soft rubber ball (inflated) with the two end walls as goals. The ball could be propelled by hitting it with any part of the body but the lower leg. It was, in effect, a mass handball game. Simple games of this type are, of course, in quite common use. Such games offer fast moving action and play but they are, it appears, only satisfying to pupils up to the grade eight level. To remedy such a situation the following skills and restrictions were added: the floor dribble as in basketball; an unrestricted air dribble similar to volleyball; a "face-off" as in hockey; body checking rules as in hockey and a six foot by six foot goal with a crease area. It is to be noted that the ball can not be caught, held or rested on any part of the body thus preserving the original element of handball. The team size was found to be most suitable at six or seven players if the sidewalls were not used and satisfactory with eight or nine players if the sidewalls were in play.

In the above state the game gained tremendous popularity with the students. It had speed, color, contact, skill, and yet even the very awkward could contribute to the success of his team.

In 1953 after using the game for a year in Physical Education classes there were repeated requests from the students to place this game of 'Ball Hockey' on the

(Continued on next page)

FUNDAMENTAL EQUIPMENT (Continued from page 32)

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Intramural Program. In that year the "Trustees" were enlarging and preparing the field for turf, therefore a Ball Hockey schedule was set up to replace soccer. It has been in the program ever since and enjoys more popularity each year to the extent that some students are now requesting an Extra Mural League.

Style of Play

In play style the game closely resembles "Ice Hockey." There is the same sense of urgency and need for speed in shooting and play making that is associated with all games which involve body contact in a limited playing area. While the players do not move as quickly as they do in the ice game, the aerial element adds more variety to the play.

The power play and the short passing game can easily be adapted from "Ice Hockey" to "Ball Hockey."

While the style of play of the two games is similar, "Ball Hockey" is more readily learned because the player does not need to learn to skate or stick handle.

Instruction

In preparing students for "Ball Hockey" as in other sports they must acquire certain skills before they can participate in a satisfactory way. Floor and air dribbles, trapping and blocking, shooting and passing, can all be handled in drills and "leal up" games.

Simple relay races may be used to practise dribbling, and passing skills. Dodge ball and other circle games may be utilized in practising shooting, blocking, passing and trapping skills, actual shooting on goal from a semi-circle formation will help the players perfect their shooting.

For more skillful players the "Three Man Weave" basketball drill may be used for dribbling and passing. For this type of player a modified game of handball or a game of "Chink" may be most satisfactory to improve reflexes and skills.

Large groups may be divided into two equal groups and each be assigned to a separate half of the floor. The object then is to shoot for a large designated area on the other team's end wall and this to be done without leaving their own half of the floor. Such groups may also be given mass ball hockey. The exact rules would in this case depend on the size of the group and the judgment of the instructor. Generally it can be said that the larger the group the fewer the rules and the larger the goals. A teacher may substitute free hits for time penalties, ignore crease violations and some forms of illegal contact and other essential rules in order to facilitate action but he should not allow throwing, kicking and holding the ball or the essential nature of the game is changed.

Rules

It is my opinion that rules are created to aid in preserving the unique character of a game and to aid in maintaining and improving the desirable characteristics of individuals associated with it. In many sports tremendous amounts of labour and thought have gone into regulations to preserve or change the unique character of the game but often no result or a negative result is achieved with the moral characters of the players.

Therefore the following rules should be used as a basis for a tradition of worthy behaviour in a field of human competition. In this regard it should be noted that you cannot legislate traditions but must inculcate such ideas through coaches, managers, teachers and other actively interested people.

Ball Hockey Rules

1. The **dimensions** of a ball hockey court shall be those of a regulation basketball court and utilize the three circles but the centre line is of no significance.
2. The court shall have in addition a **goal crease** which measures as a 4x6 square.
3. At the **back corners of this crease** shall sit the goal standards and cross bar. The inside measurement of the area formed by these should be 6x6. The diameter of these should be 44".
4. It is desirable the goal sit against a wall which is inbound or failing this players should have ample space behind the goal which is inbounds.
5. A player or the play is deemed to be **out of bounds** when either the ball or the player while playing the ball touches the "out of bounds line" or anything over that line, a "hit in" is awarded to the team not causing the ball-player or the play to be called out of bounds.

6. **The ball** shall be rubber and 7" in diameter. It shall carry 2 - 3 lbs. of air.
7. **The team** shall consist of 6 players one of which shall be designated as Goal Keeper. A like number of substitutes may be carr.ed.
8. **Substitutes** may replace players at the end of each regulation period or in case of injury with the referees permission.
9. **Time out** may be called by any player at a "Face Off" or "Hit In". Each team may be call one "Face Off" a period. Time out will last for one minute.
10. **Playing time** shall consist of three periods each being a minimum of six minutes or a maximum of twenty minutes. Two intermissions of one-to-five minutes should be given.
11. **Crease Violation:** Any player is deemed to be within the goal crease if any part of his body is touching the floor on or over the bounding lines. This also includes the goal standards and cross bar.

    Any player entering the goal-crease excepting the goal keeper has committed a violation of the crease and a "face off" is held in the circle in front of his goal.
12. **Delayed Whistle:** If a defending player steps into his goal crease the whistle will be delayed until the ball has been cleared.

    If persistent diliberate crease violations are committed by a defending team a free shot may be awarded from the circle in front of the goal, if a crease violator stops an accurate shot on goal, a penalty goal may be awarded.
13. **Ball Violations:** A player may propell or advance the ball by hitting with any part of the body. Except by;
    (a) Kicking it. That is hitting it with the lower leg or foot (from the knee down) and this in the opinion of the referee is a calculated move or could have been avoided with a reasonable amount of alertness.
    (b) Catching, holding or throwing the ball.

    All contracts with the ball must be definite hits. Any ball that rests momentarily on the hand or arm or is held by the player in a stationary position or in continuous motion is a violation and one minute time penalty is levied against the offendnig player.
14. **A Body Check:** A fairly delivered "body check" is delivered with any part of the body from the hips to the shoulders and applied to the opponents anywhere from the hips to the shoulders.

    The hands and arms may not be used for checking the oppent except as an integral part of the body in a body check.

    A player may not be checked unless he is in the act of playing the ball. Illegal checks are penalized by removal of the offending player from the floor for 2 minutes.
15. **Unsportsmanlike Acts:** If in the opinion of the referee a player acts in a way which can be considered unsportsmanlike a three minute penalty should be levied against the player. If the unsportsmanlike behaviour continues a game suspension may be levied.

    These things are considered to be unsportsmanlike:
    (a) Swearing
    (b) Roughing
    (c) Piling on
    (d) Arguing with the Referee
    (e) Fighting
    (f) Boarding
    (g) Charging

    Note all checks must be delivered with the view of getting control of the ball or stopping an offensive or defensive play and not to occasion bodily harm.
16. **A "Face Off" will be held to:-**
    (a) Start the game (at centre)
    (b) After each foul (inthe nearest circle)
    (c) After each goal (at centre)
    (d) After each violation carrying a time penalty (nearest circle)
    (e) After each crease violation
    (f) After simultaneous touching of the ball before an "out of bounds" violation (nearest circle)
17. **Method of "Face Off":** The opposing players will be on opposite sides of

ball towards their own end with at least three feet between their nearest feet and both hands on their knees. The ball is thrown smartly to the floor directly between the players by the referee.

18. **Violations of "Face Off"** (a) Player entering the large circle before the ball is touched by one of the players. (b) A player striking the ball before it strikes the floor.
The offending player or the player from the offending side will be removed from the "face off" and the ball dropped in front of the remaining players.

19. **"Hit in"** is awarded to the team not committing the "out of bounds" violation at the point at which the violation was committed. The ball must be hit into play from "out of bounds" by a toss and hit method and go directly directly into the playing court. The opposing player must stand three feet away from the out of bounds line at the time of "hit in".

20. **Goal Keeper Privileges:** The goal keeper may catch the ball while in the goal crease. He may kick directly a shot on goal. The goal keeper loses these privileges when he is outside the goal crease. Goal keepers cannot be substituted without first informing the referee.

21. **A goal is scored** when the ball passes completely past the goal line or standards and crossbar and within the standard and crossbar providing the ball is:-
    (a) In play and no offensive crease violation before or immediately following the play are committed.
    (b) A goal cannot be scored with a ball coming through the Goal from behind until it is returned by an offensive player.

Revision and Officials

The foregoing rules should not be considered as flexible but unique character of the game should not be distorted. Physical facilities vary from place to place and since this game utilizes wall surfaces the instructor may need adjustments in the rules to suit his or her situation. Should the game be so popular that it branches into the extra-mural field then a standardized floor and a goal with netting will become a necessity.

For normal purposes it has been found that two referees, a timer, and a scorer are adequate for officiating but sometimes two goal judges are needed.

In conclusion it should be suggested that instantaneous results cannot be expected as the game will be strange to both teacher and player. It will take a season or two before any exciting results are obtained. This is as it should be. Any sport that is mastered quickly and too easily does not present much of a challenge.

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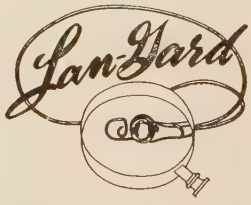

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BRANCH AGENDA ITEMS

GUIDE LINES FOR ACTION

In September in most organizations the members turn to the business of the association with new resolve to draft and act on realistic plans. And September-made plans, important as they are for local associations, are even more important for national associations. Certainly this is the case for CAHPER's in this its convention year and its second year of publication of a costly Journal. Therefore "Guide Lines For Action" in this issue may serve the CAHPER movement best by taking the form of a check list of items requiring some sort of branch or individual action.

(1) **The Branch Secretaries** might check the Journals of the last volume year for agenda items from **"The President's Page", "Editorially Speaking"**, and **"Guide Lines For Action"**. For the most part these articles are written by national officers and national committee chairmen and often represent specific requests for some form of branch action. **It is the hope that these three columns will increasingly be recognised as official channels of communication capable of gaining prompt responses from the branch executive officers.**

(2) The Journal is committed to publish six editions this volume year **"IF"** it is financially possible. This appears possible **"IF"** branches each strike an **Advertising Committee** and work in close co-operation with Mr. Gordon Wright, CAHPER Journal Advertising Committee Chairman. (His address: Director of Physical and Health Education, Dept. of Education, 206 Huron Street, Toronto)

It was suggested at the Representative Council Meetings in May that each branch should be given a quota of advertising to solicit. Perhaps some branches could act now. The solicitation of advertising is imperative if the association is to remain solvent but all efforts in this cause must be co-ordinated through Mr. Wright. (See forms and sample letter for soliciting advertising on pages 54 and 55).

(3) Each branch might form a **"Journal Subscription Committee** to solicit subscriptions throughout their province or region from schools, recreation centres, boys clubs, YM and YWCA's, university libraries, and libraries of Schools of Social Work and Physical Education. Subscriptions are $5.00 per year. Here is another source of income as well as avenue of public relations if the branches have the type of committee men and women "who make things happen".

(4) **Branch Membership Committees** might vigorously campaign for new members and "renewals" now, so that financial resources of the association can be estimated for the next year and so that the number of issues of the Journal to be published can be estimated. Lists of members should be submitted to the National Membership Chairman Fred S. Urquhart (1020 Harvard Ave., Montreal 28, Quebec) with checks or money orders payable to C.A.H.P.E.R. in Saskatchewan. (National Treasurer Jack Wilkie in Regina will receive checks and money orders through Mr. Urquhart.)

To foster some friendly rivalry among branches it is hoped that rosters of national members will appear under the name of the branch rather than the province when published next in the Journal. At that time only "unaffiliated" national members will appear under the province. (See pp 40-41 of May issue of Journal 1958 and also p. 45 of this issue.)

(5) A decision as to whether or not the branch will send representative(s) to the June 22-26, 1959 Convention in Edmonton needs to be made now if the branch plans a money-making project to underwrite the expenses of the representative(s). Should not the branch adopt the basic policy that their representative(s) should not be personally "out of pocket"? Attendance at a conference usually involves additional commitments by the loyal delegate. It would seem only fair not to tax the willing worker in money as well as time. Then too, if the branch has a stake in his or her trip, the members will expect more than a superficial verbal report from the delegate(s).

(6) Appointment of Branch Correspondents by the branches should be done immediately. These appointees are regarded as key people in building a better Journal. They are requested to assume the following duties:

a. Once a year at least they should submit a **"Branch Report."**

b. Each month they should submit short news items for the pages devoted to **"Trans Canada Grape Vine"** bearing in mind the following: Write in terse terms about people, events, projects etc. in their city, region and province. Identify personalities with short adjectival phrases. Try to write news in such a way that it is of interest to more than one area or province. Use the column to give plaudits to local members for fine work done.

c. **Solicit articles** as requested as a member of the editorial committee. Have the authors see that their articles are "polished" and, where possible, meets the recommendations regarding preparation of manuscripts.

d. **Solicit criticisms** and forward them to the Publications chairman.

(7) The National Constitution Committee is currently working on a new constitution. To be a blueprint for the accelerated growth of the movement the constitution must come to terms with such problems as (1) how to best delegate responsibilities to executive officers within the association so as to improve inter-communication, (2) how the subdivisions of the association or federation may have relative autonomy at the branch or provincial level, while at the same time, keeping faith with the characteristics of a national professional association and (3) how the association could assimilate or federate with local, district and provincial associations of a kindred nature already in being. These and many others are the considerations which are being pondered by the Constitution Committee under the chairmanship of Dr. Max Howell of U.B.C.

The Constitution Committee's work would no doubt be more realistic if the members knew the local traditions, problems and the functions assumed by various provincial organizations. It will take considerable wisdom and tact to draft and implement a pattern which will be accepted by all provinces. "Parochial Thinking" versus "Professional Thinking" will no doubt come to the fore in those branches willing to come to grips with this problem in order to send ideas through to Dr. Howell. It does seem however that most branches will have to break with certain of its assumed roles, and assume others, if there is to be in fact some uniform characteristics of a "professional organization" in the subdivisions across the nation.

(8) Branch Committees should be struck to consider ideas to contribute to the national projects which, according to the May Representative Council Meetings, should be ready for publication by June 1959. Ideas relative to these projects should be forwarded to the people as shown:

(a) **A Canadian Test and Measurement Workbook** — Dr. M. Howell, University of British Columbia, Vancouver, B.C.

(b) **A Book On Recreation and Physical Education Facilities** — Dr. M. L. Van Vliet, University of Alberta, Edmonton

(c) **A Series of Recreation Pamphlets on the Organization of Special Events etc.** — Miss Elsie McFarland, Recreation Bureau, Parliament Buildings, Edmonton, Alberta.

(d) **A Handbook for Branches** — A. F. Affleck, University of Alberta, Edmonton.

(9) **The 1959 Convention Planning Committee** requested suggestions in the last Journal for making the workshop sessions as productive as possible. Suggestions should be forwarded to Convention Chairman R. "Bob" Routledge, Dept. of Physical Education, Edmonton Public School Systems, 10733 - 101 Street Edmonton.

(10) **Perhaps it is not too early for branches to consider now the three related questions: (1) Whether or not they are going to make a bid to host the 1961 CAHPER Convention, (2) Who are the best qualified local people who would stand as nominees to the key national offices and (3) Should the branch or a neigboring branch assume the responsiblity for the Journal?**

It seems that for the welfare of the national association that the branch which makes the bid to host the 1961 convention should also be prepared to nominate people to a majority of the national offices. In this way the branch, in effect, says that its members will assume, as a two year project, the responsibility of "thinking nationally" in order to keep the national movement vital. This of course means that much careful thinking is required to ensure that reliable people "who are willing to make the time" are the only ones nominated. To this end it is suggested that those branches who are willing to give this national leadership should submit an article to the Journal as to why their bid and their nominees deserve support in the voting. If this "package arrangement" became the tradition then all other branches must keep faith that the "national thinking branch" would do all in its power to keep the national movement vital.

(11) **Student Branches:** Perhaps in the past the Student Branches have not recognized that they are or could be significant "cogs" in this national movement. In fact last year there were in the national association 346 student members as compared with 437 national and life members. When one recognizes the fact that the students membership is only $1.00 and the average copy of the Journal varies from 58 to 75 cents, then it will be understood that it is indeed a heavy, if not unrealistic, financial burden to the association to see that every student receives a copy. This year the problem will be accentuated if it is possible to publish six issues instead of four as was done last year.

The more mature students will no doubt recognize that, unlike students in some other professions, they may be expected to take a leadership role in their professional association the month they graduate. The challenge to their persistence, imagination and professional zeal will be their's from the day of graduation.

Perhaps it is not necessary for students to graduate before the more mature among them will enthusiastically endeavor to assume some responsibility to build a truly professional association. To this end perhaps the more mature student branches in the country, after appraising the figures above, may have some suggestions to make.

To Form New Branch

This fall four physical education teachers will spearhead an attempt to form a Southern Alberta Branch of CAHPER. The four, namely **Tom Karren** of Magrath, **Jim Grieve** of Picture Butte, **Ichio Ibuki** of Coalhurst, and **Aldo Bianchini** of Coaldale became involved in the project through a physical education course during the past summer at the University of Alberta.

As students in this course they worked on a project in public relations in physical education under the guidance of **Professor Lou Goodwin** of Calgary. The primary objective was to bring about harmony of understanding between physical educators and the public through both "internal" and "external" public relations. Internal in that physical education would be brought to the attention of teachers, superintendents, and school boards — external in that it would include the parents and the public at large. Staffs were to be encouraged to set up public relations committees in their own schools thus giving each staff a direct hand in the program. Members of the community were to be encouraged to take an active part.

An awareness of the objectives of physical education, improved standards in physical education instruction, and the development of a more favorable attitude toward physical education and recreation were the desired outcomes of this program of public relations.

As the project neared completion, the four students realized that through an organization such as CAHPER they could not only implement their own programs but possibly unite other physical education teachers and recreation workers in their area of the province toward a common goal — the betterment of health, physical education and recreation.

Plans have been made to set up a steering committee who will call a meeting in early October of those interested in the formation of a CAHPER organization. The purpose of the meeting will be to elect officers, to establish the purpose and objectives of the organization, to deal with membership and finance and to set up a Public Relations and other committees to implement a program in Southern Alberta in keeping with the ideals of the CAHPER movement nationally.

BRANCH REPORTS

British Columbia on the Move Building More Effective Organizational Patterns

B.C. RECREATION ASSOCIATION FORMED

Reported by MISS PAT BUCKLEY
Branch correspondent for the Vancouver Public Recreation Branch

During the last few years there has been a growing feeling among most lay and professional recreation people of B.C. that there was a need for the formation of a Provincial Recration Body so that the aims and objectives of the field of recreation could be served. It was felt that a strong well-co-ordinated group should be organized that could speak with conviction and authority for our unified purpose.

Members of the Vancouver Public Recreation Branch of C.A.H.P.E.R. decided to do something about this at the time of the Pacific Northwest N.R.A. Conference in April of 1957. To this end they set up a steering committee to bring forth a proposed constitution for the formation of a provincial body some time within the ensuing year.

This committee was composed of Professor R. F. Osborne, Director of the School of Physical Education at B.C.; Mr. L. J. Wallace, Executive Director of the Community Programmes Branch, Department of Education and Provincial Centennial Chairman; Mr. Marshal Smith, Deputy Supervisor, Vancouver Board of Parks and Public Recreation; Parks Commissioner Iris Hardwicke of Vancouver; A. W. Thiessen, Recreation Superintendent for New Westminister; Mr. Harry Walters, Director of Marpole Centre and Mrs. Marjorie Milne, Supervisor, Vancouver Board of Parks and Public Recreation. This steering committee added several members to their numbers in January of 1958 and then

(Continued on page 41)

CONFERENCES OF ALL B.C. BRANCHES HELD

Reported by R. G. HINDMARCH
School of Education, University of British Columbia

The B.C. Branches of C.A.H.P.E.R. in conjunction with the Physical Education Section of the British Columbia Teachers' Federation and the Counsellors' Section of the B.C.T.F., held the first Provincial Health and Physical Education Conference April 7, 8 and 9. The Conference which ran concurrently with the Easter Convention of the British Columbia Teachers' Federation highlighted some outstanding leaders in the fields of Physical Education and Health. Dr. Eleanor Metheny, Professor of Education and Physical Education, University of California, Dr. Fred V. Hein, Consultant in Health and Fitness, American Medical Association and Dr. M. L. Van Vliet, the National President of C.A.H.-P.E.R. teamed to make the First Conference a tremendous success.

The Organizing Committee was ably led by the General Chairman, Mr. Lorne E. Brown of the College of Education, U.B.C. Other members of the Committee were: Mr. Walter Findlay, Chairman, Physical Education Section B.C.T.F., Mr. Roy Holmes, Chairman, Counsellors' Section B.C.T.F., Dr. Max Howell, President, Lower Mainland Branch of C.A.H.P.E.R., Mr. Fred Martens, President, Victoria Branch of C.A.H.P.E.R., and Mr. Gordon Squire, President, Recreation Branch of C.A.H. P.E.R. This Committee was also well assisted by Mrs. Marian Penney, Mrs. Joyce Roots, Miss Helen Eckert, Dr. Douglas Whittle, Mr. Robert Hindmarch, Mr. Alistair Grant, Mr. Al Thiessen, Mr. Paul

(Continued on page 41)

B.C. RECREATION ASSOCIATION

(Continued from page 40)

served as the Planning Committtee for the forthcoming "First Conference", which had then been set for May 9th and 10th at Vernon, B. C. Mr. Gordon Squire, Director of Recreation for Burnaby, Mr. Len Ryan, Director of the East Hastings Community Centre and Miss Pat Buckley then Director of Recreation for Richmond were the additions made to round out the hardworking Planning Committee.

The Conference saw approximately 100 people registered representing all areas of British Columbia. The key speaker for the conference was The Honorable Mr. Hugh Shantz, M.L.A., Speaker for the Legislative Assembly in Victoria. He stressed the need for trained recreational leadership in every community so that recreation would be a constructive service, avalable and beneficial to all.

Services of L. J. Wallace Appreciated

Highlight of the closing dinner meting was presentation of a special token of appreciation to Mr. L. J. Wallace, Provincial Centennial Chairman and Director of the Community Programmes Branch, Department of Education for his untiring efforts, devotion and dedication service for recreation throughout the province.

B.C.'s Recreational Pathfinders

The following persons were elected to serve as the first executive of the B.C. Recreation Association after it was formally brought into being: Honorary President Bishop A. H. Sovereign; President-Prof. R. F. Osborne; Vice Presidents — A. W. Thiessen of New Westminister and J. MacArthur of Kimberley Recreation Commission. Directors will be: Mrs. Marjorie Milne, Supervisor, Vancouver Parks and Public Recreation; Dick Ramsay, Director at Essondale Hospital; Howard Thornton, Vernon Recreation Commission; Duncan Russell, New Westminister Recreation Commission; Dr. Maurice Wayman, Prince Rupert Commission and Ray Gould, Director at Trail, B. C. Additional directors will be appointed from the various areas up to a total of twenty-two directors.

Special note of thanks was expressed to the Vernon Host Committee which consisted of Howard Thornton, Bishop Sovereign, R. Pepper, Dr. E Prowse, A. E. Spence, Mrs. McCulloch and Mrs. A Wernicke. They did a wonderful job of chairing all committees for the Vernon Conference.

The history of British Columbia has been re-enacted in many places with many interpretations this year as part of B.C.'s Centennial Celebrations. But history is also being written in this eventful 1958. Moreover, we believe many significant pages will be written in the future by the B.C. Recreation Association for re-enactment in B.C.'s Second Centennial.

CONFERENCE OF B.C. BRANCHES ...

(Continued from page 40)

Willey, Miss Joan Mitchell and Miss Kay Meredith.

The Conference, which opened at the ballroom of the Hotel Vancouver for the delegates' luncheon of the B.C.T.F., highlighted Dr. Eleanor Metheny as the keynote speaker. She spoke on "The Courage to Lead." Her topic, a very appropriate one, was well appreciated by the five hundred visiting delegates.

The **Opening Conference Dinner** for the Physical Education, Recreation and Health delegates was held in the Coronation Room of the Y.W.C.A. Dr. Maury Van Vliet speaking on "The Need for Professional Advancement" opened the conference with his stirring speech. The dinner was followed by a **Workshop in Education for Movement** by Dr. Metheny. The workshop included a discussion on body dynamics, carriage, relaxation and efficient movement for daily life.

April 8 was a busy day for the delegates. The first item on the agenda was the **Physical Education Section Meeting** at 9:00 o'clock. Dr. Eleanor Metheny was the guest speaker. Her topic was "Fitness for Full-Time Living."

Physical Fitness Tests were then demonstrated by Dr. Max Howell and U.B.C. Physical Education Major students. Following these demonstrations, Mr. Gordon Brandreth, Supervisor of Health and Physical Education, Vancouver School Board, put on an **Elementary School Physical Education Demonstration.** A class of boys and girls were used to demonstrate the use of

Aquatic Research Grant Available

In order to stimulate and promote needed aquatic research, the Women's National Aquatic Forum has established an Annual Research Grant, of an amount up to $300.00, to be awarded to one or more qualified women in the profession, either graduate students or workers in the profession. The grant is known as the Hazel Wilbraham Research Grant.

Applicants for the Annual Grant shall submit by November 15th to the Chairman of the Women's National Aquatic Forum, five copies of the following:

1. A detailed outline of the proposed project including
   a. The complete statement of the problem.
   b. The probable value of the study and its contribution to the profession.
   c. The proposed procedure, including method or design, the subjects or other sources of data, techniques to be used in gathering and analyzing the data, and the present status of the study.
   d. Date of initiation and probable duration of the project.
   e. Estimated expenses involved in conducting the project (itemized).

2. Information about the applicant including
   a. Education and degrees earned, names of institutions, and dates.
   b. Professional experience—institutions, positions held, dates.
   c. Present position or occupation.
   d. Complete description of applicant's responsibility for the propsed research project — for a degree, independent research, part of a larger project, and any other financial support received or expected.

Each outline submitted in competition for the grant will be judged by the research committee on its merit as a research project and a contribution to the profession. Grants will be announced and awarded at each December business meeting of the Forum. Recipients will be expected to present a report of the completed project at a subsequent meeting of the Forum, in person or by proxy.

Send five copies of the information outlined above to the chairman, Women's National Aquatic Forum,

Anne K. Ross,
Physical Education for Women,
University of Rochester,
River Campus Station,
Rochester 20, New York

new equipment and methods of teaching for the intermediate grades.

The Counsellors' Section Meeting ran concurrently with the Physical Education Section Meeting. Dr. Fred Hein was the guest speaker. His topic was "The Counsellor's Approach to Health Problems."

Tuesday noon was the time for the **Special Convention Luncheon** which was held at the Astor Hotel. Dr. Fred Hein, in his speech on "School Health Education Today," pointed out the challenges facing the schools today in the field of personal and community health. After the luncheon the delegates returned to the final workshop in education for movement by Dr. Metheny.

Later that day the **C.A.H.P.E.R. Research Section** meeting was held. Lee Smith, Graeme MacKay and Ted Hunt all presented papers on current research in Physical Education. The day was concluded by C.A.H.P.E.R. general meeting. The meeting was held to discuss the formation of a provincial executive.

Wednesday, April 9, the Conference was concluded by a **Health Education Symposium.** Dr. Fred Hein, the principal speaker, spoke on Pioneer Patterns and Programmes in Health Education. His speech was followed by a Health Education Panel which included outstanding doctors, health nurses and other health personnel.

The First Provincial Conference thus ended with success. It is planned that a similar conference will be held next year.

Building The Branch

by

A. F. AFFLECK,
University of Alberta,
Edmonton, Alberta

Herbert Thelen in his book "Dynamics of Groups at Work"* states there are at least four types of problems facing groups all the time. They are as follows:

Type I: The publically--stated problems the group was brought together to solve.

Type II: The hidden group problem of dealing with shared anxieties which are not usually explicity formulated or even acknowledged as a problem by the membership.

Type III: The problems of individuals in dealing with their own hidden anxieties about their sense of self-esteem, status in the group etcetera. (Thelen calls these a person's "hidden agenda".)

Type IV: The problems of individuals as to how they can make their best contribution to accomplish the publically-stated problem or goal.

Perhaps there is some merit in using these types of "legitimate and inevitable" problems as a frame of reference in order to analyze possible sources of weakness in our branch organization and leadership.

The Publically-Stated Problem

The first one is the publicly-stated problem, goal or objectives of the organization. In successful organizations these are clear-cut and easily-defined. Members can contribute towards their attainment through suggestion or action by the fact that the goals are readily understood. Being easily understood individual members know how to respond to the "logic of the situation". But unfortunately in the CAPHER movement, as in life, many problems are no less important simply because they are not easily defined.

*University of Chicago Press 1954

In the CAPHER movement it seems that our goals, problems or objectives of the Type I variety are too nebulous and ill-defined. They are too vague to mobilize a feeling that they are in fact important. Some people employed in the field apparently feel there just are no significant issues. Moreover some members in the branches cannot be motivated to attend meetings regularly much less do some essential fact-finding on a particular problem. The lack of definition of the Type I problems therefore contribute to the development of Type II problems which are enervating to say the least.

Hidden Problems of Shared Anxieties

Type II problems are those debilitating feelings of anxiety which are, in a sense, shared but about which members do not openly verbalize. These may be the reasons why a member silently drops out of the branch without even a contrived explanation. Through loyalty, even at this stage, he may not verbalize his doubt as to what should be the true function of the organization.

Some examples of problems which may be shared, but not verbalized, are as follows: (1) "We don't seem to be accomplishing anything." (2) "We seem to be building an association which duplicates the work of our teachers' federation . . . or the fitness and recreation branch of the provincial government . . . or the legitimate in-service training program of the school system or the recreation department . . . or what should be the responsibility of the Provincial Schools' Athletic Association." (3) "We seem to be acting in Don Quixote fashion charging valiantly at the concealed and fancied enemies in the windmills." These are some of the problems about which we must find answers. If we cannot find them perhaps we should expend our energies in more fruitful channels locally through other associations. But what of type III problem?

The Individual Members' Hidden Agenda

Type III problems are those of the individual member. These are the problems related to his self-esteem, his feeling of adequacy, his status in the eyes of his colleagues etc. **These are "real" problems if by "real" we mean that which makes a difference.** Therefore it would seem that

program, meeting and project planners should keep these very "real" problems in mind. Perhaps our branch programs should not only be designed to solve objective problems but also to help individuals grow in professional competence.

Program of Professional Growth

Cannot opportunities for growth in professional competence be created by a branch other than holding a rules clinic in a given activity, important as these knowledges are in developing confidence? Skills which seem to count in personally advancing oneself in the higher echelons of administration involve, among others the feeling of at-homeness with parliamentary procedure; the insights into psychologically patterning a sequence of activities that make for a successful meeting; the abilities to speak in public, to prepare and present documented papers, to debate, to discuss, to persuade — to communicate; these are important skills which could be developed through a professional organization, yet how often we go outside the organization for our guest speakers and panel members.

It seems that we sometimes forget that "altruism" is one of the cluster of traits connotated by the term "professional"; and that altruistic behaviour towards some of our fellow members may be in helping them to "break loose" from the "stereotypes" into which we, as a group, have unconsciously and cruelly placed them.

The Straight-Jacket

We, with our human proneness for stereotyped thinking, sometimes thrust some of our potentially-good members into custom-built straight-jackets . . . . . "Wailing Willie" ("You gotta sell your tickets, fella"); Roger, The Reluctant Wet Blanket ("We tried that before"); Alice, The Astonished Absentee ("Don't tell me — you had a meeting last Monday") or Joking Jack, the good-natured fun-lover who is never thought of in terms of making a serious contribution . . . . . These and many others are the stereotyped straight-jackets into which we sometimes unconsciously force our colleagues. Henceforth they cannot escape the inhibiting affect of these group-held images even if they wanted to. The group has made up its collective mind as to the potentialities of a given member. He is "stuck" in the pigeon-hole into which he was thrust by the leadership clique.

The question arises: To what degree can the leadership group of the branch recognize this human proneness for "stereotyping" people and how this continues to affect the branch members' behaviour patterns toward the victim henceforth. The challenge seems to be to plan meetings so that victim members can "break loose" from the group-held character images into which they have been frozen.

Members' Problem: How to Contribute

The problems stated above, namely the lack of clarity of the organization's goals, the unspoken yet shared anxieties of the members, and the individual member's concern for his own needs in a very real way affect his or her ability to find ways and means of contributing to the work of the branch. Some organizations have an unwritten protocol which binds it at its present ineffective level. They have a status hierarchy of the Old Guard whose concern is to maintain the status quo. Even an idea innocently offered is a viewed as a form of criticism threatening their position simply because they did not think of it first. Thus the new member just out of college is faced with a problem of how to contribute because even an idea offered is a threat to the leadership of the branch. The "authority of position" continues to control the branch rather than the "authority of shared ideas". The branch may limp along with its procedure-oriented mind-sets rather than solving problems under experimental-minded leadership.

From the foregoing it is suggested that those branches which are concerned with professional growth and professional competence should practice a little introspection, evaluate their goals and methods of decision-making etcetra and then plan a series of meetings which do provide continuity for branch and individual growth.

A Program Series Idea

A program series might be based on the series of **Leadership Pamphlets*** prepared and distributed by the **Adult Education Association of the U.S.A.** Many of these pamphlets may have content of merit of application within the branch and perhaps also within the field of employment of

many of the members. The pamphlets represent the distilled wisdom of research workers in informal education but are written primarily for the layman leader.

If a branch were to obtain three or four sets of this series — or could encourage each member to procure the series — and if, certain individuals or committees could be assigned to the project of teaching, role playing or discussing the content in front of, or with the membership as a whole, then perhaps, some, if not all members, will experience a feeling of professional growth.

Perhaps too those branches who are not too proud, and who are in localities where they can obtain the guidance of a trained adult educator, a trained social group worker or a social psychologist should seek guidance to develop a program of growth both for the individual members and for the branch as a cohesive and effective work unit.

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* The following **Leadership Pamphlets** may be obtained through the **Adult Education Association of the U.S.A.**, 743 North Wabash Avenue, Chicago 11, Illinois. Single copies are 60 cents each; two copies $1.00; 3 - 24 copies 40 cents each; 25 - 99 copies 35 cents each.

The series includes:

No. 1. How to Lead Discussions.
No. 2. Planning Better Programs.
No. 3. Taking Action in the Community.
No. 4. Understanding How Groups Work.
No. 5. How to Teach Adults.
No. 6. How to Use Role Playing and Other Tools for Learning.
No. 7. Supervision and Consultation.
No. 8. Training Group Leaders.
No. 9. Conducting Workshops and Institutes.
No. 10. Working with Volunteers.
No. 11. Conferences That Work.
No. 12. Getting and Keeping Members.
No. 13. Effective Public Relations.
No. 14. Better Boards and Committees.
No. 15. Streamlining Parliamentary Procedure.

The most important thing that we can know about a man is what he takes for granted, and the most elemental and important facts about a society are those that are seldom debated and generally regarded as settled.

—Louis Wirth.

Attention Branch Presidents!

To simplify the work of the National Membership Chairman, the National Treasurer and the Journal Circulation Manager, please see that the following lists are sent in EACH MONTH to the persons indicated and in the following manner of organization:

To:
CAHPER Membership Chairman

Mr. Fred S. Urquhart,
1020 Harvard Avenue,
Montreal 28, Quebec.

1. ..... Branch Members whose memberships expire

..... , 19 .

List members in alphabetic order—name, job title, address (business address preferably).

2. Unaffiliated members in ..... (province) recruited by the

. Branch, and whose

memberships expire in ....

19.....
(Members listed as in 1, above)

To:
CAHPER Journal Circulation Manager,

c/o School of Physical Education
University of Alberta,
Edmonton, Alberta.

1. Journal Subscribers solicited by

the ..... Branch during

the month of . .. 19
(List correct address of subscribers alphabetically).

TRANS CANADA GRAPEVINE

And here is a bit of news from the Atlantic Provinces where lately a lot of people seem to have been doing a lot of things. **Neil MacVicar** (the red-headed fellow many of you met last year at the Halifax Convention) and his wife, Mary (nee Munro) have been on exchange in England for the past year. They arrived back in Halifax in early August complete with a new addition to their family—a son.

* * *

Toni Gerstman who is Doug Eaton's right-hand girl in St. John's, Newfoundland, has finished her first summer session at Montana State University. She feels her 7:30 a.m. class in Juvenile Delinquency is going to help her to be "the best educated delinquent in Newfoundland."

* * *

Pauline Cunningham of Fredericton, N.B., who has ostensibly been attending the University of London for the past year, has also done rather well in travelling the length and breadth of Europe. She will be returning to her position with the New Brunswick Physical Fitness Division in the fall.

* * *

Freda Wales, Maurice Hennigar and **Barbara Fry** attended the Michael Herman Folk Dance Camp held in June at the Pioneer Camps, Bridgton, Maine. There among other Canadians they met **Arva Shewchuk** (nee Stewart) from Winnipeg. The dance camp was a particularly interesting one because Japanese folk dances were introduced for the first time in America. These sessions were conducted by **Hiroyuki Ikema** from Tokyo, assisted by our own **Earle Buckley.** Earle and his family have been home on a year's leave of absence but will be returning to Japan this fall.

* * *

Arthur Sheedy of Edmunston, N.B., was awarded the scholarship made available last year by **Dr. Hans Kraus,** originator of the Kraus-Weber Muscular Fitness Tests. The scholarship entitled the successful candidate to a week-long Workshop in Physical Fitness directed by **Bonnie Prudden** at the Institute of Physical Fitness, White Plains, New York. Maritimers will be looking forward with a great deal of interest to the M.A.P.E.R. Conference in the fall when Art's report on the workshop will be given.

* * *

One of the Nova Scotian representatives at the annual Canadian Education Association Short Course in Educational Leadership was **Hugh A. Noble,** Director of the Physical Fitness Branch of the Department of Education for Nova Scotia. His trip through Montreal to Toronto coincided with the closing meeting of the Greater Montreal Branch of C.A.H.P.E.R.

* * *

The Nova Scotia Summer School was very glad to welcome to its staff this year for the first time **Gerry Dubrule** of Montreal, **Barry Thompson** of St. Anne de Bellevue, and **Toni Proyer** and **Irene Ferguson,** both from England. **Keith King** of Keene, New Hampshire, and **Al Thomas,** formerly of Wayland, Mass., provided the American touch again this year.

* * *

Dorothy Walker, Halifax, N.S., expects to set sail for England in late September. On leave of absence for a year, she will be attending the I. M. Marsh College of Physical Education located in Liverpool.

* * *

On July 5 th in Orillia, Ontario **Stephen Leacock's Memorial Home** was officially opened as a national historic site. The federal government and a large number of his admirers in Orilla have restored the 16-room stucco home of the celebrated humorists and economist. The home is to be preserved, as closely as possible, as it was when the gentle satirist lived and wrote there when he wasn't lecturing at McGill University. Placed as they were when he lived will be the 4,000 volumes of Leacock's library, along with a collection of manuscripts, mementos and letters.

"The Story of Menstruation"

by Walt Disney Productions

When eager hands start raising, ever wish you had *all* the answers at your fingertips? Wish granted!—when *this educational program* goes to work for you.

First there's the incomparable 10-minute sound and colour movie by Walt Disney Productions: "The Story of Menstruation," showing with charm, taste and mature appeal just how normal and natural this function is.

"Very Personally Yours", a 20-page booklet prepared for girls 12 and over, supplements the film, gives further details about growing up—physically and socially.

"You're A Young Lady Now"

—tells girls 9 to 12 all they need to know about menstruation—protects them from unpreparedness.

Teaching Guide and Menstrual Chart

—prepared by hundreds of qualified teachers, the Guide is adaptable to all teaching situations, the colour Chart useful for classroom lectures.

"Are You In The Know?"

—entertaining, illustrated hints on teenage dating, etiquette, dress, social behaviour—culled from the popular rotogravure series.

This entire program or any part of it is available to you without charge from Kimberly-Clark Products Ltd., the makers of Kotex* sanitary napkins.

———CLIP AND MAIL TODAY!———

Kimberly-Clark Products Ltd., Educational Dept. KOCJ - 852
50 King St. W., Toronto, Ont.

Please send me free on short-term loan (except for return postage) your 16 mm. sound film "The Story of Menstruation".

Day wanted (allow 4 weeks)..... 2nd choice (allow 5 weeks)..... 3rd choice (allow 6 weeks).....

Also send the following:
..... copies of "Very Personally Yours" (for girls 12 and over)
..... copies of "You're A Young Lady Now" (for girls 9 to 12)
..... copies of "Are You In The Know?" (for girls 12 and over)
☐ Physiology Chart ☐ Teaching Guide

Name ..... **(Please Print)**

School .....

Address .....

City ..... **Prov.** .....

**Reg. Trade Mark*

A Health Education display at Toronto's Bathurst Collegiate was part of the program at their April "Open House". **Miss June Nichols,** head of the Girls' P. E. Dept. is seen above with two pupi's putting some finishing touches on the display.

On August 1st **Leslie Vipond** succeeded **Dr. R. S. Hosking** as General Sceretary of the National Council of YMCAs following Dr. Hosking's resignation after 20 years of service. Mr. Vipond, a native of Hamilton, graduated from the University of Toronto in 1937 and a year later began his career in the West End YMCA in Toronto.

* * *

In the summer issue of **"Saskatchewan Recreation"** there is an excellent article on "Learner Pools" by **Bill "Bosh" Ross,** Field Representative for Wally Stinson's Department working out of Saskatoon. A recent news item underlines what Bill states about the success of these "Learner Pools" in New Zealand where educational authorities aim at becoming the first country where everybody can swim. The news item stated there were 1,100 shallow, inexpensive learner pools in New Zealand. In the Auckland education district there are about 400 schools. Of these 162 have their own pools, 25 are close to public pools, and 110 conduct swimming instruction in the sea, lakes, rivers and water holes.

* * *

Wally Stinson, director of Saskatchewan's Fitness and Recreation Division of the Department of Education, sent in the following newslettes regarding some of the Recreational Field Representatives in the province. **Stan Green,** who has been working out of Saskatoon, has been loaned to the Teachers' College in Saskatoon for a year to fill in for **Max Bedford. Terry Flannigan,** who has been the Division's representative in Swift Current is to take the physical education job at City Park Collegiate in Saskatoon.

* * *

The Saskatchewan Fitness and Recreation Division policies of avoiding parochialism and of making every effort to employ only well qualified persons with varied and balanced recreational backgrounds is made even more apparent in **Wally Stinson's** announcement of two new staff additions. To historic Fort Qu'Appelle in the lovely Qu'Appelle valley goes **James Bedford,** a graduate of Glasgow School of Health and Physical Education as field representative. Then from Charlottesville, Virginia comes**Ed Wyant,** Master graduate from the University of Indiana who will be the field representative in Weyburn.

* * *

Wally Stinson also reports that plans are underway for the fall recreation conference of Saskatchewan Recreation Directors which is to meet in Banff in conjunction with the **Western Regional Recreational Conference** being planned for October 18 and 19.

George Cass, past president of the Men's Physical Education Section of the Ontario Education Association puttering about at the April "Open House" of Bathurst Heights Collegiate. George is head of the Boys' P. E. Department at Bathurst.

A CAHPER's Play Day involving some sixty girls was sponsored in June by the Edmonton Women's Branch. The object of the event is to acquaint grade eleven and twelve girls with the career opportunities in health, physical education and recreation. **Miss Grace Mercereau,** a drama teacher at Victoria Composite High, and the vivacious president of the Women's Branch for the next year welcomed the sixty girls who, as well as the city, represented surrounding schools from Calmar, Westlock, Fort Saskatchewan, Camilla, Horse Hills, Keep Hills, Jasper Place and Legal.

The activities included golf, tennis, archery, track and field, volleyball, badminton, pingminton, physical fitness tests and apparatus work with a spirited singsong beginning and ending the successful day. **Miss Ruby Anderson** of the U. of A.'s School of Physical Education convened the even with assistance of the members of the Women's Branch including such enthusiastic workers as **Billie Niblock, Liz McCallum, Betty Fisher and Myrt Chapka.**

* * *

Vol. 1, No. 1 of the Canadian Aquatic News came off the press in July. The magazine will no doubt do much to help swimming in Canada. In being the official organ of the Canadian Amateur Swimming Association it is interested in all phases of aquatic activity. The editor **Harry Class** says in his editorial, "Canadian Aquatic News" is a magazine for all persons interested in the healthy and relaxing sport of swimming. It is for those who are interested in learning how to swim, both old and young, for those who want to improve their knowledge of life saving, water safety, competitive swimming and diving, for those interested in obtaining information on the various materials for building back yard swimming pools, and for those who want to find the news chemicals and equipment for keeping the family or community pool clean.

"CAN" will be published monthly with the subscription rate $3.00 per year or $5.50 for a two year subscription. (Add 50c for U. S. or Foreign) The editorial and circulation address is **"Canadian Aquatic News" Box 115, Erindale, Ontario.**

The Advisory Board include such prominent Canadians as **Roy Ashworth** (President Quebec Section of the Royal Life Saving Society), **George N. Duthie** (Manager of the Sports Dept. of the Canadian National Exhibition), **CAHPER member John Faulkner** (of the University of Western Ontario and current chairman of the Canadian Collegiate Swimming Association), **Howard Firby** (the Vancouver coach of the 1958 B.E. and C. Games team), **Dr. Paul Hauch** (Canadian Representatoive on the International Technical Committee of the F.I.N.A.), **Kenneth Murray** (President of the Quebec Section of the C.A.S.A. and a member of the Canadian Sports Advisory Council) and **Edward Summerville,** (Director of the Water Safety Program of the Red Cross in Ontario.)

CAPHER members across Canada, interested as they are in all phases of wholesome recreational activities, will wish the promoters of this new magazine all success in their venture. Encouraging schools, Y.M.C.A., recreation centre etc. to subscribe to CAN would help materially to give the magazine a sound send-off.

* * *

Carrying the recreation program to the shut-in is one of the objectives of some of the municipal or agency sponsored programs in the country. One such agency is the Red Cross in Ontario where its **Senior Citizens' Committee** endeavors to locate shut-ins and to arrange "friendly visiting" by persons who volunteer to try to carry a little brightness into the lives of some of these lonely shut-ins. According to **Miss Hope Holmstead,** Chairman of the Senior Citizens' Committee visiting requires a certain amount of training in order to put both parties at ease. In order to develop a successful program the Red Cross has prepared a short course and so far 250 people have taken it. The object is to get shut-ins out of their residences where possible and to introduce them to other people in the same locality. Apparently the milkman is the chief assistant in discovering who needs visiting but Miss Holmsted also suggests that women's organizations, service clubs and any other agency sponsoring a "friendly visiting" program could trace shut-ins through doctors, health units, Victorian Order of Nurses and the waiting lists for the old folk's home in the district.

WANTED: A statement of park policy which combines firmness and flexibility to provide for the orderly development of the wonderful Edmonton river valley. This summer considerable newsprint in Edmonton has been devoted to what should be park policy re the use of park lands by private autonomous groups such as tennis clubs.

* * *

More National Park Facilities Needed

Canada will soon need to double the accommodation, services and amenities open to tourists in its national parks according to a June 17th newspaper report. It was reported that Mr. Alvin Hamilton, Resources Minister told the Common's Committee on Land, Forest and Water Use that by 1965 park attendance will run to at least seven million visitors annually against 4,4000,000 last year.

Six potential sites for new national parks in the Yukon are being studied by experts this summer, and maybe the same team will be sent into the Northwest Territories where land is cheap.

In explaining his department's estimates Mr. Hamilton said the committee had a duty to understand the philosophy underlying national park administration. He said the primary purpose of national parks is to preserve for the generations of the future areas of superb natural beauty in Canada. He pointed out that the parks were for recreation but not only for recreation. Further he warned that national parks can never meet the whole need for recreational facilities in Canada and that any attempt to do so would destroy them.

The Resources Minister related that his government is studying what could and should be done by the federal government directly to obtain more parks or indirectly **through provinces. The department has set up a planning bureau to map out the country's needs, a project which would take between two and three years.** . .

* * *

Perhaps some CAHPER Branches have recommendations or ideas which they might forward to the Department of Natural Resources in response to the news item above. A scholarly statement released at the June 59 convention would be in keeping with the aims and objectives of CAHPER'S nationally.

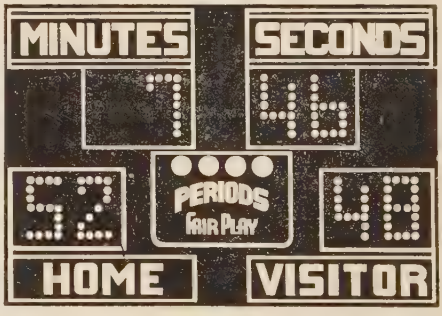
* * *

The first rural school division in Alberta to experiment with the employment of a full-time supervisor of Physical Education was the Killam Division. In the spring of 1957 the Division hired **Len Thomas,** a graduate of the School of Physical Education of the University of Alberta. Len is a native of Saskatchewan with some three years of teaching experience in that province.

* * *

The second rural school division in Alberta to employ supervisory services in Physical Education is the Vegreville Division, located 70 miles east of Edmonton. **John Sprigings,** educated in Quebec and University of Alberta, is to be employed this fall, four days a week in Vegreville and, on the fifth day he is to visit the ten centralized schools of the division. The formation of a CAPHER branch in the

The CHOICE of Champions — —:



Multiply the interest and add to the gate receipts with the most popular scoreboard ever made.

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division seems possible in that **Alvin Myrhe**, principal of Minburn School, **George Spak**, of Innisfree School and **Mike Fedoruk**, of Horton Jr. High School of Vegreville, have taken out national memberships in CAH PER's. Moreover it appears that all ten schools in the division are going to subscribe to the Journal effective this fall.

* * *

The School for the Deaf won the Edmonton junior high school fastball championship this year. The team was coached by a U.B.C. graduate in physical education **John Crossley.**

* * *

Recently **Saturday Night** editorially kept alive the idea that there should be a **federal department of cultural affairs.** The editorial suggested that among the duties assigned to the proposed department it should supervise grants to higher education and answer to parliament for the activities of the Canadian Council and perhaps also those activities of the National Film Board and the Canadian Broadcasting Corporation.

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Gleaned from **The Financial Post** were these thoughts about the priorities of education:

Do university residences where students live, read, talk, eat and sleep while working for their degrees, promote study and enjoyment of literature, art and philosophy?

Most people, graduates or not, would say they do. It's well known that in any university the place to look for a feast of reason and flow of soul (at least it sounds reasonable and soulful to those taking part) is not in lecture halls but in dormitories at midnight or later.

The question arises from grants for new university buildings just announced by the Canadian Council. These total $4.5 million, of which two-thirds is for men's or women's residences at half a dozen universities from Dalhousie to B.C.

The Kingston Whig-Standard attacks this grant-giving policy as "perverse" and "dishonest." The Canada Council's university fund, it says correctly, is for buildings devoted to "the arts, humanities and social sciences," not for sleeping quarters.

Stephen Leacock, if he were still in circulation, might approve of the council's choices.

"If I were founding a university," he once wrote, "I would found first a smoking room; when I had a little more money in hand I would found a dormitory; then after that a decent reading-room and a library. After that, if I still had more money, I would hire a professor and get some textbooks."

Evidently the Canada Council accepts the Leacock scale of priorities; and this seems wise. Still, let us hope that, before its $50 million is exhausted, the council will be able to endow some of those university libraries, concert halls, theatres and studios the Whig-Standard wants.

* * *

On June 24 commercial Sunday sport was made legal in Vancouver — at least for the next few months — after years of heated controversy and prolonged litigation.

Twelve days after the British Columbia Court of Appeal handed down a 3-to-2 majority decision approving provincial legislation placing the decision in the hands

of the city, council passed a bylaw making it permissable to conduct 14 specified sports on the Sabbath for gain.

However, the contentious issue, which has divided public, clergy, council, police commission, legislature and bench, may still not be finally settled.

Rev. Harold T. Allen, secretary of the Lord's Day Alliance for B.C. and Alberta, said he has recommended to the organization's national executive that the case be taken to the Supreme Court of Canada.

"The matter is not decided as far as we are concerned," he said. "It could well be that the two judges who ruled in our favor in the B.C. Supreme Court had better grounds than the three who ruled against us."

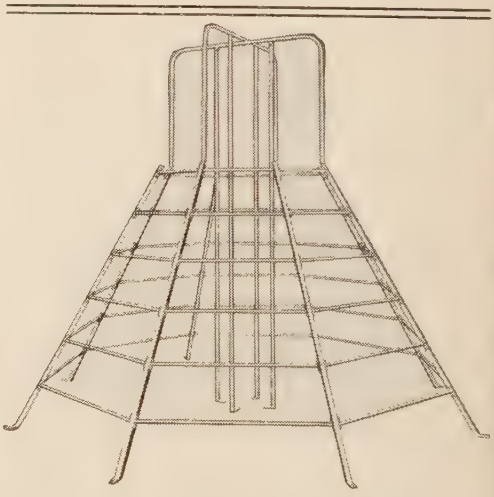
The legal issue has been narrowed down to one of provincial rights—whether the B.C. legislature has authority to amend the Vancouver city charter in a legislative area which the alliance holds to be the responsibility of Parliament under the Lord's Day Act and ancient English law.

In addition to baseball, the bylaw gave leagl sanction to commercial ice hockey, ice skating, roller skating, rugby, soccer, Canadian football, golf, tennis, lacrosse, bowling, cycling, badminton and swimming.

Some twenty-three CAHPER members were among the ninety-nine delegates who attended the September 7th - 11th annual convention of the Parks and Recreation Association of Canada. **Alph Dulude** (a CAHPER member), the national president of P.R.A.C., at several points during the convention spoke of closer co-operation with other national associations, particularly CAHPERs, the Recreation Division of the Canadian Welfare Council, and the Community Planning Association. Another CAHPER member, **Jac Cropley**, representing Cociety of Directors of Municipal Recreation of Ontario, gave a most interesting talk on the history and growth of the society up until June of this year, when it was formally recognized by an Act of the Government of Ontario—a milestone in the growth of recreation as a profession in Canada.

In Ontario in 1945 there were 73 municipal recreation committees and boards. By 1950 this number increased to 136. Then by 1955 there were 256 committees or boards in Ontario planning improved recreational services. This suggests that by now there are likely more than three hundred potential subscribers to the CAHPER journal from recreational centres alone (not even considering schools) in Ontario if the organizational structure to solicit these subscriptions could be designed and activated.

THIMK of the benefit to the nation of all 121 members of the progressive **Society of Municipal Recreatoin Directors of Ontario** were to join CAHPER. They have wrestled with problems of standards and organization and have matured into a most effective provincial association. Their leadership and experience could mean much to the recreation section of CAHPER if they should choose to join "en masse". Again this seems possible according to the **Grapevine** if communication could be developed and maintained.



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This summer **Dr. J. B. Nash**, the internationally known physical educator and recreationist, caught his quota of smallmouth black bass in the bush country of Ontario in the company of **Reg. "Blackie" Blackstock** of Pickering College, Ontario. Blackie has submitted an outstanding article which will be featured in the next Journal.

* * *

Mr. Friermood, National Secretary for Physical Education of the U.S. National Council of Y.M.C.A.'s spent two days recently with **Wes McVicar** and other National Council Secretaries in Toronto.

* * *

The American Association for HPER has published three pamphlets relating to that much discussed topic "Fitness". Two are reference lists on topics dealing with the subject and the third is a statement on "Exercise and Fitness".

* * *

Major J. F. Leys and Mrs. Leys were hosts again this year at the **Mill of Kintail** on a Saturday in late May, a day set aside each year to honour the memory of the celebrated physical educator and artist **R. Tait McKenzie.** This year **A. J. H. Richardson**, Chief of the Historic Sites Division of the Federal Government was in attendance.

* * *

Arthur Sheedy a 28-year-old physical educator has been appointed head of the Department of Athletics at the University of Ottawa. Sheedy has retained **Matt Anthony**, former player with the Regina Roughriders to coach the university's entry in intercollegiate football.

* * *

Winnpeg's public school girls have changed their type of uniforms. Instead of the black "St. Trinian's" school uniform they have been wearing they are now to wear a white uniform which should prove much more useful for school physical education and other school activities.

* * *

In Manitoba many commercial and semi-commercial swimming areas have been developed in the past year. Various rock quarries and gravel pits have been converted into pools of many shapes, sizes and types. A great need for additional indoor swimming facilities in the Winnipeg area has been pointed up. Provincial authorities are studying the need for adequate controls on safety and sanitation.

* * *

John MacDairmid, President of the Manitoba Branch of CAHPER is preparing a statement on the organizational set-up, functions and traditions of the Manitoba Branch for **Dr. Max Howell**, Chairman of the CAHPER Constitution Committee.

* * *

Volleyball achieved Olympic recognition this spring at a meeting of the International Committee held in Sofia, Bulgaria. It was accepted as one of the twenty-one official International Olympic sports. Unfortunately for volleyball enthusiasts, however, the program for the Olympic Games to be held in Rome, Italy, August 25-September 11, 1960, has been established and therefore volleyball will not be on the official program. However the game may be presented as a demonstration sport or even displayed through a world championship. Plans have been initiated through the Italian Olympic Association and the Rome 1960 Olympic Games Organization Committee, to qualify and bring together eight teams for such a world championship. One team would be qualified through the Italian Volleyball Association. Three teams would be qualified through the 1958 European Volleyball championships. One team would be qualified through the all-Asian Championship Games, or by means of a tournament organized by the International Volleyball Federation, and three teams would be qualified during the Pan American Games scheduled for Chicago, August 20 - September 7, 1959.

* * *

Notice of Motion: Every man in the association should get married for there are many things a man cannot blame on the school board or town council.

* * *

You cannot do a kindness too soon, because you never know how soon it may be too late.

—Anonymous.

ATTENTION BRANCH EXECUTIVES

Your branch could aid very significantly in building a better CAHPER Journal by assuming the following responsibilities:

(1) Organize a "**Journal Advertising Committee**" under one of your most energetic members.

(2) Advise **Mr. G. A. Wright,** Chairman, CAHPER Journal Advertising and Finance Committee (Department of Education, 206 Huron Street, Toronto, Ontario) of your willingness to work on this project. Send copies of your correspondence with him to **Mr. Murray Smith, Journal Business Manager,** c/o School of Physical Education, University of Alberta, Edmonton, Alberta. **Keep Mr. Wright and Mr. Murray Smith, the Journal Business Manager informed of your actions. THIS IS VITAL!**

(3) Mimeograph off copies of the form which appears below.

(4) Send **three** copies of this form to all prospective advertisers with appropriately-worded covering letter. (See next page for suggestive type of letter.) Advise advertisers to keep one copy of form and to send the other two to Mr. Wright.

(5) Solicit advertising from any source where the type of merchandise or service rendered is not at cross purposes with the philosophy of health, physical education or recreation. Be very careful about accepting advertising about products (such as soft drinks) which are of doubtful scientific validity. If advertising solicited is unacceptable Mr. G. A. Wright will write to the concern involved and decline accordingly.

(6) Solicit advertising about **employment opportunities** or **summer school announcements** at the following rates (for these two categories only) for single issue: Full page $60.00, half page $40.00, quarter page $30.00.

The Canadian Association for Health Physical Education and Recreation

REQUEST FOR ADVERTISING SPACE IN THE JOURNAL, THE OFFICIAL PUBLICATION OF C.A.H.P.E.R.

WE (Name of Firm) _____

Address _____

(1) We agree to purchase advertising space in the CAHPER Journal as follows:
NOTE: One column width 2½ inches; two column width 5¼ inches; depth of column is 110 lines or 7⅞ inches.

(a)	Back outside cover for four issues	$300.00
(b)	Back inside cover for four issues	250.00
(c)	Front inside cover for four issues	250.00
(d)	Full page for four issues	200.00
(e)	Half page for four issues	150.00
(f)	Quarter page for four issues	100.00
(g)	Quarter page for one issue	40.00

(2) We agree to send two copies of this form to:
Mr. G. A. Wright, Chairman CAHPER Advertising Committee,
Department of Education, 206 Huron Street, Toronto, Ontario.

(3) We agree to send "cuts" directly to:
The Editor, CAHPER Journal,
c/o School of Physical Education,
University of Alberta, Edmonton, Alberta.
NOTE: Original half-tones 85-line screen preferred. Can use electrotypes or mats.

(4) We expect to be billed by the Journal Business Manager whose address is c/o School of Physical Education, University of Alberta, Edmonton, Alberta.

THE FOLLOWING LETTER TO SOLICIT ADVERTISING IS SUGGESTIVE ONLY.

Name of Firm,
Address, etc.

Dear Sirs:

This letter is to advise you that advertising is available in the Journal of the Canadian Association for Health, Physical Education and Recreation at rates which appear in the attached forms.

The Canadian Association for Health, Physical Education and Recreation is a nation-wide, voluntary, non-profit, non-political lay and professional association dedicated to raise Canadian health, cultural and physical education standards.

What will be of particular interest to your business concern is the nature of the occupations of the members and their range of contact with thousands of Canadian people who are potential consumers of your product.

The members of CAPHER's have a range of influence in potential buying power which no doubt runs into millions of dollars when it is recognized that among them are Superintendents of Recreation who make the decisions for ordering supplies and equipment for not only single recreation centres but complete city-wide playground and park systems.

Similarly the members who are Supervisors of Physical Education have the same decisions to make for complete city and rural school systems.

The membership also includes numerous provincial government personnel who are resource people in the fields of health, physical education and recreation. Situated as they are in key positions they are continuously asked for recommendations for supplies and equipment in the field of employment in which they are regarded as experts.

Likewise the staff of the various faculties and schools of education, physical education and social work are invariably expected to recommend different products in their contact with potential buyers through correspondence as well as through personal contact at conventions, clinics, institutes, etc.

Perhaps the gymnasium and classroom teachers are most influential of all in what is to be bought in a given school system as they have to work with the equipment and supplies. They are, of course, anxious to learn of better supplies, equipment, teaching aids and literature in order to make recommendations to their respective purchasing departements. And it should be noted that health and physical education teachers make up the largest percentage of the national membership.

In soliciting advertising from your concern we would point out that the Association is only interested in obtaining advertisements about products which are in keeping with high ideals of the Association — that is to enrich the lives of Canadians physically, socially and culturally. This, in fact, is why we are soliciting advertising from your concern.

We would appreciate consideration of the CAHPER Journal as a media of publicity of your product.

Yours truly,

..... Chairman, Journal Advertising Committee,

of the ..... Branch of CAHPER, Address .....

P.S. (1) For further particulars write to: Chairman, CAHPER, Advertising Commitee, Mr. G. A. Wright, Department of Education, 206 Huron Street, Toronto, Ontario.

(2) "Cuts" should be sent directly to: Editor, CAHPER Journal, c/o School of Physical Education, University of Alberta, Edmonton, Alberta.

Dirty Laundry -- Should It Be Washed In Public ?

Dear Dorothy Dix:

I am executive secretary of the National Association of Boy Flower Arrangers. Our association publishes a monthly bulletin called "Cloud Nine" which was instituted to pass on to our local clubs across the nation excitingly new and tearfully delightful ideas for arranging and re-arranging flowers.

Now it has always been editorial tradition for "Cloud Nine" to maintain a middle-of-the-heavens policy and so inspire our membership to new arrangements which — it has been believed up until now — would impel our member clubs across the nation to recruit new national members. But alas, this policy may prove to be unsound as a growing crisis seems to suggest.

Something dreadful has occurred which may require an agonizing re-appraisal — to coin a phrase — of "Cloud Nine" policy. It may be necessary to wash our dirty organizational laundry in public if we cannot gain national affirmation by a greatly increased membership of our traditional bias of always using round flower pots.

It so happens that one of our clubs . . . . we think (communications within the association is not the best) . . . . has departed from our cherished tradition of using round pots and is leading a subversive movement in favour of square — and even, mind you — rectangular pots.

The executive feel this dissenting faction would never have won its initial success if all local club executives received and read the balmy biases of "Cloud Nine". It is suspected that many local club members don't even receive "Cloud Nine" so the disciplining influence of these members on the executive was not forthcoming during the period leading up to this crisis.

And crisis it is, for this undercurrent of dissention comes at a most unfortunate time in that it has held up the preparation of the Boy Flower Arrangers' brief to the Royal Commission on Education.

Now Miss Dix our problems are: How do we inspire club officers to administer loyalty oaths if many of them don't in fact maintain national memberships and receive "Cloud Nine"? How can we create a feeling of urgency to inspire our national members to recruit many more members who are sensitive to the range of possibilities of the round pots? How can we maintain a consistent optimistic tone in "Cloud Nine" and still create a feeling of urgency?

Do you think, in all this talk about "standards" these days, that we should have certain standards for local clubs? And finally, do you think we should plan a "crash program" — like calling a meeting — or something?

We look forward to your answers.

Yours for Better Arrangements,
George Pordge,
Executive Secretary,
National Association of Boy Flower Arrangers.

P.S. I would be glad to receive your $5.00 membership fee if you would like to join the association.

The Preparation of Articles for the CAHPER Journal

You, who are interested in the related fields of health, physical education, recreation, group work and adult education know that **the CAHPER Journal is your magazine.** You can help make it better by submitting material for possible publication. It is Journal policy to encourage Canadians, especially CAHPER members, to write most of the articles.

The problem of soliciting articles is a large one for the editorial committee and branch correspondents. Unfortunately an umbrella appeal to cover all potential contributors rarely nets many responses. Nevertheless such a blanket appeal is made with the plea to members **not** to wait to be asked personally. The limited resources of the association, which operates on the candle power generated by volunteers, makes it impossible to write letters to potential writers all over the country.

If you are interested in sharing your ideas with your professional colleagues across the nation do consider the following:

(1) **The range of readers** include: classroom teachers, recreational leaders and administrators, athletic coaches, cultural activity specialists, university specialists in health and physical education research, YM and YWCA secretaries, social group workers, adult educators and other categories of leaders in the formal and informal field of education.

(2) **The magazine seeks a balance** between articles for the activity-level teacher or coach and the administrative-level supervisor or policy maker; between articles written by and for women and those written by and for men; between articles treating the ideals and aspirations of the movement and those concerned with "here's how to do it" ideas; between those on cultural activities and those about athletics; and between articles submitted by authors from various parts of Canada. However it is Journal policy that in order to maintain high standards of articles, articles may be solicited from well-qualified foreign authors or contributors to other Canadian publications.

(1) **In order to encourage subscriptions** from schools and recreation centres it appears necessary to have a fair proportion of articles on the so-called "practical" level.

(2) **Remuneration:** The Journal, as the publication of a non-profit organization, cannot pay for the material it publishes. It must depend upon free contributions by leaders willing to share their thoughts and experiences.

(5) **Student Authors:** Students, especially those doing graduate work, are encouraged to think in terms of possible publication in the Journal when they write essays and term papers.

(6) **Theme of the Issue:** It is Journal policy to try to have each issue developed around a suitable theme which the cover picture should purport to communicate. Until the work load connected with the Journal can be distributed, and planning effectively done months in advance, the theme will be mainly seasonal in nature. Suggestions for themes and motifs for cover pictures are welcomed. A competition among student branches for submitting cover pictures which best portrays the philosophy of the profession is being considered.

(7) **The function of editing** is to clarify, correct, emphasize and fit the material into the format of the magazine. The work involved is decreased considerably if the authors will endeavor to adhere to the recommendations made in this article. Unless the writer indicates to the contrary, minor changes may be made at the editor's discretion. No major changes that effect the substance of the article will be made without the consent of the writer.

In order to decrease the work of the editor it is recommended, before having the article typed for the last time, that the author should obtain the criticism of someone who is specially trained in English expression or at least a colleague.

PREPARATION OF THE MANUSCRIPT

1. If the **two copies** of the manuscript submitted by the author meets the following specifications it will greatly ease the problems of the editor regarding "lay out" and may avoid "tag ends" of articles which have to be continued elswhere in the magazine.

2. **The two copies** should be double-spaced on 8½x11 inch paper typed on one side only. The margin of 1½ inches at both sides should be maintained if the general formula which appears below is to be used by the author to judge the length of his article.

3. **Length of Articles:** Apparently it is a journalistic truism that the number of people who read a given series of articles varies inversely to the length of the articles. Therefore, the shorter the article—the greater the number of readers.

To facilitate ease in planning "lay-out" the Journal would prefer articles which, when published, finish at the bottom of the printed page. This means that the articles should be about 375, 750, 1125, 1500, 1875 or 2150 words in length approximately. Therefore, if an author would edit his own manuscript of **typed** copy to see that it is a multiple of even columns in length it would help the editor considerably. The following guide is suggested:

a. **One Column of print (375 words) is equal to 12½ inches of typing where the margin (on 8½x11 inch paper) is 1½ inches and the copy is double-spaced. A page consists of two columns.**

4. **Page 1 of the typed manuscript** should include the title of the article, the name of the author, the author's job title (if any), and author's address (business address preferred). Allow space for the larger type of print used in titles. Notes **"About the Author"** should appear in manuscript on page 1, be double-spaced and included with the diagram and illustrations in the estimate of the total length of the article.

5. **Diagrams** often effectively communicate what pages of prose are unable to do. Therefore diagrams are very useful but they are also expensive to reproduce and time-consuming for the editor to redraw for purposes of reproduction if that is necessary. However they are too valuable be left out, so the following recommendations are outlined to streamline the production process.

a. Use India to draw diagram on white cardboard using a magnified scale. (A photo is taken of this. Then it can be enlarged or reduced in size according to lay-out needs)

b. Where more than one diagram is required, try to do it on the one piece of cardboard. This means only one photograph is needed and so decreases the cost of production.

c. Captions for diagrams should be attached.

d. The text of the article should avoid committing the editor to "fit in" the diagram or picture in a specific part of the text; rather it should be referred to in the text by "figure 1 etc." This gives the editor a necessary freedom in planning "lay-out."

6. **Photographs Supporting Article** should be submitted for possible inclusion. The author should bear in mind that every photo submitted is given consideration as the "cover picture." Good action shots — 8x10 glossy prints which are photographically "sharp" are preferred. "People make news" but "posed pictures" are less eye-catching than people in action.

A suitable briefly-written caption should be attached to each photograph. Be specific in identifying persons and note also any credit for photography which should be given.

7. **Photograph of Author:** It is Journal policy to publish a picture of the author of feature articles. Therefore the author could avoid creating the need for follow-up correspondence by the publication chairman or editor if he or she would automatically submit a picture (at least 2½ by 5½ inches) and a few lines "About the the Author."

8. **Charts** are a distinct problem in planning lay-out and therefore should be submitted on separate pages from the text of the article.

Complex charts which "can be typed" should be typed with **a new black ribbon** on good quality paper. Use India ink to

draw lines in order to make the chart easier to read. This is necessary again to obtain a clear "sharp" picture in the production of a "cut."

9. **Quotations** should be double-spaced but clearly indicated as quotations.

10. **Footnote citations and bibliographical references** should use either the Columbia or Chicago systems.

11. **Rejected Manuscripts:** Articles which are judged unsuitable for inclusion will be returned to the author.

12. **Articles Held Over:** Sometimes it is advisable to hold over a given article for another issue or even another season in order to be more timely.

13. **Returned Manuscripts:** The Journal would like to avoid the administration involved in returning manuscripts. However, upon request, this will be done.

14. **Return of Photographs and "Cuts":** Where authors desired their photographs and cuts returned they should indicate so on the back of the item. Stamped self-addressed envelopes would expedite the process.

Notice of Job Opportunities

Members of CAHPERS's who are in a position to hire personal or make recommendations regarding employment of professionally-trained practitioners are urged to announce job openings in the Journal. Announcements of job opportunities in Can-Sada no doubt would be a very popular regular feature in the Journal and would be an additional inducement to some potential members to belong to CAHPER's. In this way you, who are in a position to see that job opportunities are advertised, can help to make the Journal a more effective organ in building a profession.

Therefore, until the professional registry is fully operational in circulating information regarding the best job opportunities among those active and loyal to the concept of a truly professional organization, perhaps the least that can be done is to give CAHPER members generally the first chance to apply for the so-called "best" jobs by informing them of opportunities through the Journal.

"George" Doesn't Always Do It? Why not solicit five subscriptions to this magazine yourself.

IT ALL DEPENDS . . .

Have you ever noticed how evaluation of behaviour is a matter of a point of view, whether the reference is to your own behaviour or to the other fellow's? For example, the words used to describe the behavior depends on whether reference is made about yourself or about the other fellow. For example:

	Other Fellow	Self
1.	Slow	Thorough
2.	Lazy	Busy
3.	Overstepping bounds	Uses initiative
4.	Bullheaded	Firm
5.	Polishes apples	Co-operates
6.	Gets lucky break	Performs hard work

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6405 St. Hubert St., Montreal, Quebec.

Branches of CAHPER

NOTE: This list is composed of branches which were in good standing for the last fiscal year ending September 1st, 1958. In the next issue only those in good standing for the year ending September 1st, 1959 will be included.

Maritime Branch

President: Mr. Andrew Martin, Teacher's College, Fredericton, N.B.

Greater Montreal Branch

President: Miss Nancy Cannon, c/o Y.W. C.A., 1355 Dorchester St. W., Montreal 25, P.Q.

Institute d'Education Physique

Miss Cecile Grenier, 4900 Pius IX Blvd., Montreal 36, P.Q.

Ottawa Municipal Recreation Branch

Secretary: Mr. E. G. Kennedy, Dept. of Public Recreation, 130 Chamberlain Ave., Ottawa, Ont.

Ottawa Physical Education Branch

c/o Mr. J. F. Landry, Institute of Physical Education, University of Ottawa, Ottawa, Ont.

Metropolitan Toronto Supervisors of P. & H.E. Assoc.

Secretary: Mr. A. W. Webb, 34 Ionaview Road, Scarborough, Ont.

Manitoba Branch

President: Mr. J. A. MacDiarmid, Dept. of Physical Education, University of Manitoba, Winnipeg.

Winnipeg Sr. High School Women's Branch

President: Miss Audrey Jones, 751 Wellington Crescent, Winnipeg.

North Saskatchewan Branch

President: Mr. G. Kenyon, Dept. of Physical Education, University of Saskatchewan, Saskatoon, Sask.

Calgary Physical Education Branch

Secretary: Miss Connie Hoskins, Queen Elizabeth High School, Calgary, Alberta.

Edmonton Men's Branch

Secretary: Mr. A. S. Bird, Supervisor of P.E., Edmonton Public School Board, 10733 - 101 St., Edmonton, Alberta.

Edmonton Women's Physical Education & Recreation Assoc.

Secretary: Miss Eve Hage, Dept. of Recreation, 10180 100 Street, Edmonton.

B.C. Lower Mainland Branch

Secretary: Miss Joan Mitchell, 4175 Balkan St., Vancouver 10, B.C.

Vancouver Recreation Branch

Treasurer: Mr. Len Ryan, Hastings Community Centre, 3096 E. Hastings St., Vancouver, B.C.

Greater Victoria Branch

Secretary: Mr. J. Fouracre, 2320 Heron Street, Victoria, B.C.

OPERATION — "BOOTSTRAP"

Target: Each branch to stimulate organization of at least one new branch.

Factors:

(1) The human factor, inertia, time, will, modesty.

(2) Leaders with professional goal needed.

(3) Avenues of communication.

(4) Key contact people to be located.

Courses Open:

(1) Do Nothing!

(2) Do Something!

Plan:

(1) Strike "Branch Extension Committee composed of people with tact, vision, and energy!

(2) Leave plan of approach to their good judgment!

(3) Watch CAHPER's grow nationally!

PF-6 Football

PB-6 Basketball

ROM FIELD TO GYM...

PIC-12 Softball

PG-10 Golf Ball

...POOL TO COURTS

X-76 Tennis Ball

SF-L Swim Fins

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